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ABSTRACT

Provided is a sex education and family life curriculum for blind students in grades k through 12. Curriculum units are developmentally sequenced into five levels: early childhood, middle childhood, pre-puberty, puberty, and adolescence. Sequences are organized around eight themes: self-others (to provide student objectives in the areas of body awareness, general physiology, awareness of the environment, and awareness of others); masculine/feminine (to provide understanding of differences and similarities among the social and physical aspects of masculinity and femininity); development (concerned with creating an awareness within each student that he/she is maturing in a manner which is individual yet part of the natural growth process); sexuality (which emphasizes sexual vocabulary and variations of sexual activity which most concern individuals at each age level); life styles (to identify variations and similarities in the ways people live); relationships (to help students understand the social maturation process and become more aware of his/her relationships with others in terms of their social development); feelings (which emphasizes the individual's ability to understand feelings and to use this ability as a basis for becoming sensitive to feelings and emotions of others); and medical (designed to develop an understanding of the role of the medical profession in health care and in control of disease). (SBH)

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Perkins School for the Blind

Watertown, Massachusetts

SEX EDUCATION AND FAMILY LIFE CURRICULUM

1977

EC 100 886

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ACKNOWLEDGMENTS

Prior to 1970 such Sex Education as had been provided at the Perkins School for the Blind was conducted by the counselors of the Department of Psychology and Guidance in individual and small group sessions. During the school year 1969-1970, Perkins' Director, Dr. Edward J. Waterhouse, made a decision to introduce a formalized program of Sex Education which was initially established at the high school level. Since that time the formal programs in Sex Education and Fammly Life became extended to all portions of the Perkins program.

In the Spring of 1975 Mr. Benjamin F. Smith, Director, decided that Sex Education programs should be unified through the development of a curriculum that would be consistent throughout the whole school. Subsequently, he established a Sex Education Committee which was comprised of Carl J. Davis, Chairman, Michael Cataruzolo, A. Claude Ellis, Cynthia F. Essex, William T. Heisler, Susan Sinanian and W. Dennis Thurman. Shortly Lawrence Melander and Ruth Pigeon were added to the committee.

This committee met in June of 1975 and during September and October of the same year several additional meetings were held. The committee produced the recommendation that the school employ a curriculum team to develop a Sex and Family Life Curriculum that would be applicable to each of the various groups of students and clients within the school from kindergarten through grade twelve. This recommendation was approved by the Director.

The curriculum team comprised of Margaret Ballou, Douglas Deyoe, Warren Blumenfeld and Peter Gurnaccia worked for a very intensive four weeks during the early summer of 1976 under the supervision of Carl J. Davis. They produced an exceptional curriculum written in terms of behavioral objectives that was presented to the chairman on July 19, 1976. Following the chairman's review of the text there was a series of "brown bag" lunch time meetings for the purpose of editing and re-editing which has resulted in the current publication.

The four team members are deserving of a very earnest commendation. Their product which is exemplary is applicable not only to Perkins School for the Blind but is a valid curriculum for any educational setting, grades kindergarten through twelve.

Carl J. Davis, Chairman

Margaret Ballou
Warren Blumenfeld
Douglas Deyoe
Peter Guarnaccia

William T. Heisler
Curriculum Coordinator

OVERVIEW

INTRODUCTION

The Perkins Sex Education and Family Life Curriculum was developed because of the awareness that with few exceptions handicapped individuals have sexual feelings, desires and interests similar to those found in the non-handicapped population. However, their special concerns and needs in the area of sexuality are not answered by programs considered adequate for the non-handicapped individual. The ability of the blind, deaf, deaf-blind or other handicapped individuals to understand the various themes included in human sexuality is often limited by their disability. Yet those handicapped persons are developing physically, sexually and emotionally in a manner similar to that of non-handicapped individuals.

USE OF THE CURRICULUM

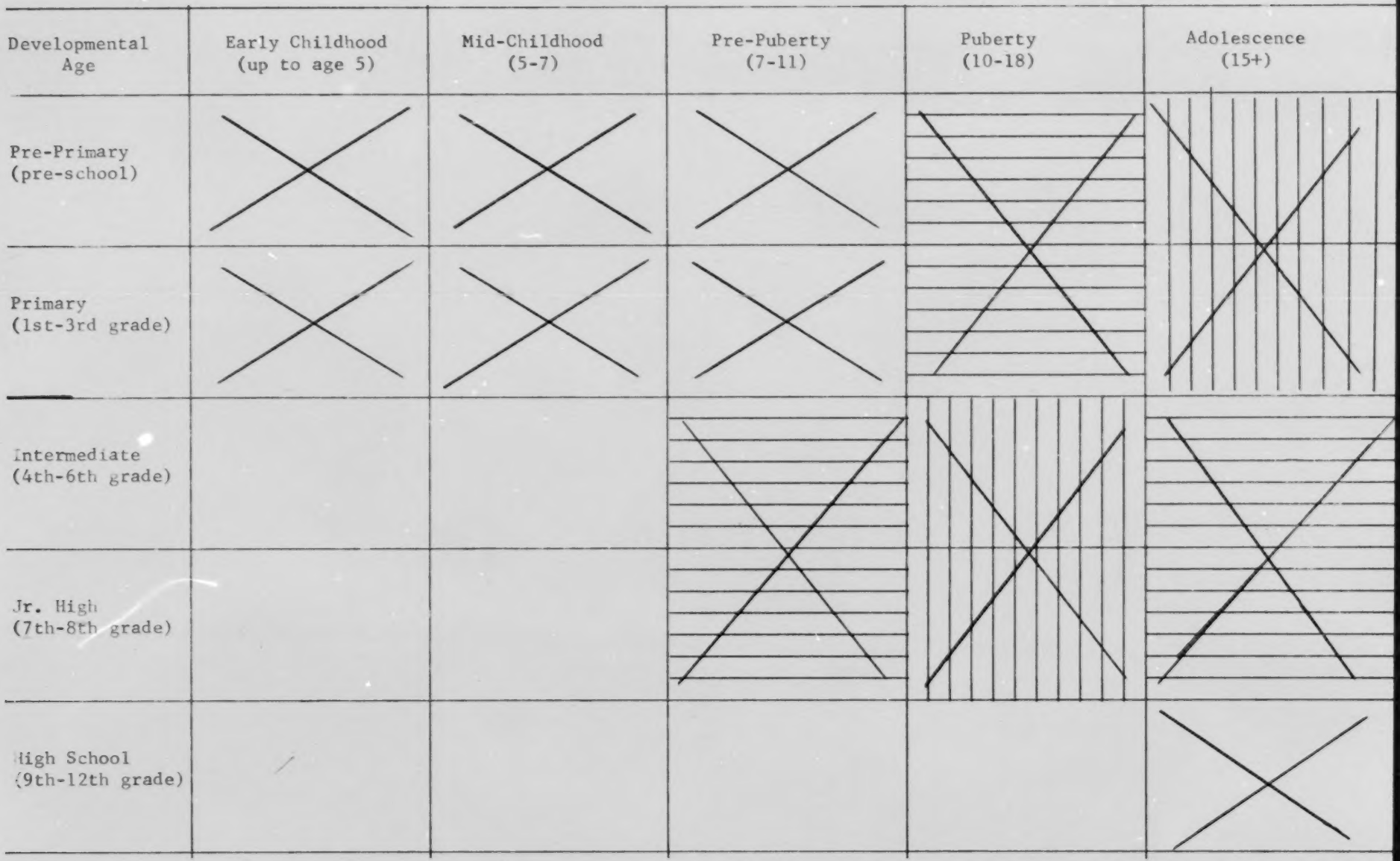
The Sex Education and Family Life Curriculum is formulated along two cumulative progressions which account for physical, intellectual and psycho-social variables. The developmental sequence is divided into five levels that account for the physical and chronological aspects of maturation. The five levels: Early Childhood, Middle Childhood, Pre-puberty, Puberty and Adolescence, each have a number of <u>themes</u> which specifically relate to the student's level of physical maturation. The objective of this progression is to enable the instructor to locate the student relative to his/her developmental level so that the information provided is personally applicable.

The learning levels correlate with the students' ability to integrate material presented with internal and external experiences and to use this information to further their understanding of themselves and their environment. There are five learning levels provided: Pre-primary, Primary, Intermediate, Junior High and High School.

This progression leads to a sequence of objectives based on the student's cognitive and developmental levels. For example, if a student has the ability to understand his/her environment equivalent to that of an average second grader but developmentally and chronologically is an adolescent, then the material and objective chosen are not the same as those for an adolescent functioning at a senior high level. Through reference to the chart on page v, it will be found that the behavioral objectives included in the area titled Adolescence/Pre-primary/Primary will be most applicable. Due to a cumulative design of the curriculum it is important that the instructor include and review early stages as part of the learning sequence. In the previous example, a student using the Adolescence/Pre-primary/Primary Curriculum should begin at the Early Childhood/Pre-primary level and follow the Pre-primary Curriculum through to Adolescence. This leads to a progression of objectives determined by the student's ability to understand the information as well as his/her physical level of maturation.

INSTRUCTIONAL PROGRESSION CHART

Chronological Age



NOTE: All age and grade levels are estimates and should not be held fast.

THEMES OF THE SEX EDUCATION AND FAMILY LIFE CURRICULUM

The ability and developmental sequences have eight themes which progress from level to level. These themes help to organize the levels into areas dealing with maturation, feelings and behavior in a clear, concise manner which can be traced to the various learning and developmental levels.

Themes not applicable to a specific learning or developmental level have been dropped only from that specific section of the curriculum. For example, the developmental theme is not found in the Early Childhood/Pre-primary Low Ability level but is continued at the Early Childhood/Primary level. The numbers of the themes remain constant through the curriculum.

1 Self-Others

This theme is designed to provide student objectives in the areas of body awareness, general physiology, awareness of the environment and awareness of others. The overall objective is to help the student understand that as he or she becomes more mature they will become less egocentric and more aware of others' physiological and emotional needs.

2 Masculine/Feminine

This theme provides objectives for an understanding of differences and similarities among the social and physical aspects of masculinity and femininity.

3 Development

This theme is concerned with creating an awareness within each student that he or she is maturing in a manner individually his/hers, yet part of the natural growth process. Specific objectives have also been included in this theme to develop an awareness of physical changes which are expected to occur as part of the maturation process.

4 Sexuality

This theme is started at the Pre-puberty/Intermediate/Junior High level and emphasizes sexual vocabulary and variations of sexual activity which most concern individuals at each age level.

5 Life Styles

Objectives in this theme identify variations and similarities in the ways people live. This theme also emphasizes that living situations may change as an individual grows and matures.

6 Relationships

This theme is designed to help a student understand the social maturation process and to become more aware of his or her relationships with others in terms of their social development.

7 Feelings

This theme emphasizes the individual's ability to understand feelings, initially in himself/herself and then to use this ability as a basis for becoming sensitive to feelings and emotions in others.

8 Medical

The medical theme is designed to develop an understanding of the role of the medical profession in health care and in the control of disease.

1.0 UNIT EARLY CHILDHOOD/PRE-PRIMARY (Preschool/Low Ability)

1.1 Self-Others

1.1.1 Skill — Ability to identify parts of the body

Objective

1.1.1.1 — When asked to indicate the location of a specific body part, the student will point to that part on his/her body.

(Suggested parts include: hair, head, eyes, nose, ears, mouth, shoulders, arms, hands, fingers, back, knees, legs, feet, toes, chest, buttocks.)

1.2 Masculine/Feminine

1.2.1 Skill — Ability to identify one's sex

Objective

1.2.1.1 — When asked, "Are you a boy or a girl?", the student will respond appropriately.

1.6 Relationships

1.6.1 Skill — Ability to identify immediate family members

Objective

1.6.1.1 — When asked, "Who lives at home/at school with you?", the student will respond naming appropriate family members, e.g. mother, father, sister, brother, grandmother, foster mother/father, peers, houseparents or others.

1.7 Feelings

1.7.1 Skill — Ability to identify comfortable and uncomfortable feelings within one's self

Objective

1.7.1.1 — When asked, "How are you feeling?", the student will respond with at least "happy" or "sad".

2.0 UNIT EARLY CHILDHOOD/PRIMARY
(Preschool/Normal Ability)

2.1 Self-Others

2.1.1 Skill — Ability to state one's age

Objective

2.1.1.1 — When asked the question, "How old are you?", the student will respond appropriately.

2.1.2 Skill — Ability to identify parts of the body on another person

Objective

2.1.2.1 — When asked to indicate the location of a specific body part on another person, the student will point to that part.

2.2 Masculine/Feminine

2.2.1 Skill — Ability to demonstrate the knowledge that there are two sexes

Objectives

2.2.1.1 — When asked to answer the question, "How many sexes are there?", the student will indicate that there are two.

2.2.1.2 — When asked, "What are the sexes?", the student will respond, e.g. boy/girl, man/woman, male/female.

2.2.2 Skill — Ability to differentiate between the sexes

Objective

2.2.2.1 — When asked to describe external anatomical differences between the sexes, the student will state that a boy has a penis and a girl has a vulva.

2.3 Development

2.3.1 Skill — Ability to indicate the need to urinate

Objective

2.3.1.1 — When the need to urinate is felt, the student will indicate this need using his/her own vocabulary.

2.0 Unit Early Childhood/Primary
(Preschool/Normal Ability)

2.3 Development

2.3.2 Skill	Ability to indicate the need to defecate
Objective	
2.3.2.1	When the need to defecate is felt, the student will indicate the need to defecate using his/her own vocabulary.
2.3.3 Skill	Ability to demonstrate knowledge of the proper places for eating
Objective	
2.3.3.1	When asked to indicate a few places where he/she eats, the student will name different places, e.g. kitchen, dining room, table and others.
2.3.4 Skill	Ability to demonstrate knowledge of the proper places for sleeping
Objective	
2.3.4.1	When asked to indicate a few places where he/she sleeps, the student will name bedroom, bed, cot and other places.
2.3.5 Skill	Ability to designate proper places for elimination
Objective	
2.3.5.1	When asked to indicate several places for elimination, the student will name bathroom, restroom, toilet, urinal and others.
2.3.6 Skill	Ability to demonstrate proper places for washing and bathing
Objective	
2.3.6.1	When asked to indicate several places for washing and bathing, the student will name lavatory, sink, tub, shower and others.

2.0 Unit Early Childhood/Primary
(Preschool/Normal Ability)

2.6 Relationships

2.6.1 Skill — Ability to demonstrate an understanding of the word "family"

Objective

2.6.1.1 — When asked, "Who is your family?", the student will name his/her family members.

2.6.2 Skill — Ability to demonstrate an understanding of the word "home"

Objective

2.6.2.1 — When asked "Who lives at your home?", the student will respond naming those in residence.

2.6.3 Skill — Ability to differentiate between home and school

Objective

2.6.3.1 — When asked to name teachers/houseparents, the student will name those with whom he/she associates regularly.

2.7 Feelings

2.7.1 Skill — Ability to demonstrate that one has emotional attachments to many things

Objective

2.7.1.1 — When asked to use the words "like" and "dislike" toward significant objects in his/her environment, the student will use these terms appropriately.

2.7.2 Skill — Ability to be able to differentiate praise and criticism from a teacher

Objective

2.7.2.1 — If asked by the teacher questions like, "Am I happy with what you did?", "Am I displeased with what you did?", the student will respond appropriately.

2.0 Unit Early Childhood/Primary
(Preschool/Normal Ability)

2.8 Medical

2.8.1 Skill	Ability to identify the doctor and the nurse as special people you go to for health care

Objective

2.8.1.1	When asked, "What is a doctor (or nurse)?", the student will respond indicating knowledge of what each does.

2.8.2 Skill	Ability to identify the appropriate person(s) to go to when one is not feeling well

Objective

2.8.2.1	If asked, "Who do you tell when you are not feeling well?", the student will respond naming parents, houseparents, child care workers or others in charge.

3.0 UNIT MIDDLE CHILDHOOD/PRE-PRIMARY
(Grades 1-2 with Low Ability)
(see EARLY CHILDHOOD/PRIMARY)

3.2 Masculine/Feminine

3.2.1 Skill	Ability to identify the sex of another person
Objective	
3.2.1.1	Given a representation (e.g. model, picture, other student, doll, etc.) of an individual, the student will correctly identify the individual's sex.
3.2.2 Skill	Ability to describe the differences between males and females
Objectives	
3.2.2.1	When asked, "What does a boy grow up to be when he gets older?", the student will respond, "a man".
3.2.2.2	When asked, "What does a girl grow up to be when she gets older?", the student will respond, "a woman".
3.2.2.3	When asked to list external differences between males and females, the student will include facial hair, voice and some types of clothing, etc.*
3.2.3 Skill	Ability to identify that each sex has a role in producing a baby
Objectives	
3.2.3.1	When asked who is responsible in producing a baby, the student will state that it takes a male and a female to produce a baby.
3.2.3.2	When asked which sex bears and delivers a baby, the student will state that the females performs this function.

*(Teachers should recognize that with changing cultural values, the traditional differences between man and woman no longer hold true in all cases.)

3.0 Unit Middle Childhood/Pre-Primary
(Grades 1-2 with Low Ability)
(See Early Childhood/Primary)

3.3 Development

3.3.1 Skill — Ability to demonstrate an understanding that all people start as babies and grow

Objectives

3.3.1.1 — When asked what he/she was like when very young, the student will state that he/she was initially a baby.

3.3.1.2 — When asked, the student will describe that he/she has changed since being a baby.

3.3.2 Skill — Ability to demonstrate an understanding that babies are helpless and need care

Objectives

3.3.2.1 — When asked to describe ways in which babies are helpless, the student will list a few needs which a baby cannot provide for itself.

3.3.2.2 — When asked to list a few needs which the student can now provide for himself/herself, the student will state: toileting, dressing, eating and others.

4.0 UNIT MIDDLE CHILDHOOD/PRIMARY

4.1 Self-Others

4.1.1 Skill	Ability to identify the heart, brain, stomach and lungs as the four main internal organs
Objective	
4.1.1.1	When asked to locate the heart, brain, stomach and lungs, the student will point to the correct places on his/her body.
4.1.2 Skill	Ability to describe the functions of the heart, brain, stomach and lungs
Objectives	
4.1.2.1	When asked, "Why do we have a heart?", the student will respond, "to pump blood".
4.1.2.2	When asked, "Why do we have a brain?", the student will respond, "to remember, to think and to tell our bodies to do things".
4.1.2.3	When asked, "Why do we have a stomach?", the student will respond, "to digest food".
4.1.2.4	When asked, "Why do we have lungs?", the student will respond, "to help to breathe".
4.1.3 Skill	Ability to describe the functions of the external body parts
Objectives	
4.1.3.1	When asked, "Why do we have feet?", the student will respond, "to stand on and to walk with".
4.1.3.2	When asked, "Why do we have hands?", the student will respond, "to touch with and to grasp with".
4.1.3.3	When asked, "Why do we have fingers?", the student will respond, "for touching".
4.1.3.4	When asked, "Why do we have hair?", the student will respond, "for protection and warmth".
4.1.3.5	When asked, "Why do we have buttocks?", the student will respond, "for sitting".
4.1.3.6	When asked, "Why do we have legs?", the student will respond, "for standing and walking".
4.1.3.7	When asked, "Why do we have arms?", the student will respond, "for holding and lifting".

4.0 Unit Middle Childhood/Primary

4.1 Self-Others

4.1.4 Skill — Ability to describe the location of body parts

Objective

4.1.4.1 — When asked to list, draw or describe the body with its elementary parts, the student will do so starting from the top of the head and ending at the feet.

4.1.5 Skill — Ability to describe the differences and similarities in texture of various body parts

Objectives

4.1.5.1 — When asked to describe the differences and similarities in texture of various body parts on his/her body, the student will identify texture and body location.

4.1.5.2 — When asked to compare the texture of his/her body parts with another's body parts, the student will identify texture and location on himself/herself and on another person.

(Suggestion: It would be well to use an adult to compare differences in texture with that of a child.)

4.1.6 Skill — Ability to recognize that body parts have different shapes

Objective

4.1.6.1 — When asked to describe various body parts and their corresponding shapes, the student will describe the arm as long, narrow; the head as round and so forth.

4.1.7 Skill — Ability to identify the five senses and the organs associated with them

Objectives

4.1.7.1 — When asked to name the five senses, the student will state: "sight, hearing, taste, touch and smell".

4.1.7.2 — When asked, "Which organ do we use for each sense?", the student will point to the appropriate parts on his/her own body naming the sense associated with each.

4.0 Unit Middle Childhood/Primary

4.2 Masculine/Feminine

4.2.1 Skill — Ability to demonstrate an understanding of the terms "urinate" and "bowel movement" and to be able to interchange them with slang terms which have snynonymous meanings

Objective

4.2.1.1 — When asked to demonstrate an understanding of the terms "urinate" and "bowel movement", the student will respond by stating a few slang expressions which mean the same, e.g. "shit", "piss", "pee", "doo-doo", "number I", number II", and "wee-wee".

4.2.2 Skill — Ability to demonstrate an understanding of the parts of the body with which boys and girls urinate

Objectives

4.2.2.1 — When asked to state which organ in boys is used for urinating, the student will state that boys urinate through their urethra which runs through the length of their penis.

4.2.2.2 — When asked to state which organ in girls is used for urinating, the student will state that girls urinate through their urethra.

4.2.3 Skill — Ability to compare toileting procedures for girls and boys

Objectives

4.2.3.1 — After being introduced to girls' and boys' toileting facilities, the student will distinguish between a man's bathroom and a woman's bathroom.

4.2.3.2 — When asked to compare the toileting procedures for boys and girls, the student will state that boys stand to urinate while girls sit; both sit to defecate.

4.2.4 Skill — Ability to identify the sex of persons by their titles

Objective

4.2.4.1 — Given a list of names accompanied by titles, Mr., Mrs., Miss, Ms, Aunt, Uncle, etc., the student will identify the appropriate sex of each.

4.0 Unit Middle Childhood/Primary

4.2 Masculine/Feminine

4.2.5 Skill — Ability to demonstrate an understanding of the terms: penis, vulva, vagina, urethra and anus

Objectives

4.2.5.1 — When asked to name the part of a boy's body that is for urinating, the student will state that boys have a penis which contains the urethra.

4.2.5.2 — When asked to name the parts of a girl's body that is for urinating, the student will state that girls have a vulva which is where the urethra exits.

4.2.5.3 — When asked to name the part of the body which eliminates bowel waste, the student will state that both girls and boys have a rectum and an anus.

4.3 Development

4.3.1 Skill — Ability to demonstrate an understanding of where the baby develops

Objective

4.3.1.1 — When asked, "Where does the baby come from?", the student will respond, "in a special place inside the mother called the uterus or womb". (Note: One should make sure the child does not state that the baby develops inside the mother's stomach.)

4.3.2 Skill — Ability to demonstrate an understanding that the baby has characteritics of its natural parents

Objective

4.3.2.1 — When asked to describe characteritics inherited from parents, the student will state that parts of him/her are like mother and parts are like father.

4.6 Relationships

4.6.1 Skill — Ability to differentiate between the home and school living situations

Objective

4.6.1.1 — When asked to dis t inguish beween home and school relationships, the student will compare mother and father to teacher, housemother-housefather, child care worker.

4.0 Unit Middle Childhood/Primary

4.6 Relationships

4.6.2 Skill	Ability to demonstrate an understanding that school is a temporary substitute for home
Objective	
4.6.2.1	When asked, "Will you be at this school for the rest of your life?", the student will answer, "no".
4.6.3 Skill	Ability to demonstrate an awareness that all families do not include a mother, father, sister or brother.
Objective	
4.6.3.1	When asked if all homes include a mother, father, sister and/or brother, the student will state that some homes do not necessarily include each of these members.
4.6.4 Skill	Ability to describe what brothers and sisters are
Objective	
4.6.4.1	When asked what brothers and sisters are, the student will state that they are other people born to both, or each of, your parents (foster and adopted siblings, half-sisters and half-brothers may be introduced at this level).
4.6.5 Skill	Ability to demonstrate an understanding of the meaning of the term "friend"
Objectives	
4.6.5.1	When asked to describe what is meant by a "friend", the student will identify those qualities which characterize a person who is a friend.
4.6.5.2	When the student is asked to describe qualities he/she may possess which other people look for in a friend, the student will describe those qualities the student believes he/she possesses.

4.0 Unit Middle Childhood/Primary

4.7 Feelings

4.7.1 Ability to demonstrate an understanding of the terms happy, angry, sad, afraid

Objectives

4.7.1.1 When asked to identify the terms happy, angry, sad, afraid, the student will describe those times when he/she has experienced these feelings.

4.7.1.2 When asked to describe things that make him/her happy, angry, sad, afraid, the student will state such things as ice cream, someone yelling at him/her, death, frightening animals or other.

4.8 Medical

4.8.1 Skill Ability to demonstrate an understanding of the function of a dentist

Objective

4.8.1.1 When asked to identify the function of a dentist, the student will describe the dentist as someone who takes care of your teeth.

4.8.2 Skill Ability to demonstrate an understanding of the function of an ophthalmologist

Objective

4.8.2.1 When asked to identify the function of an ophthalmologist, the student will describe the ophthalmologist as someone who helps the student take care of his/her eyes and who may measure his/her vision.

PRE-PUBERTY SECTION INTRODUCTION

In this section we are dealing with children who fall between the ages of approximately 7-11. Again, it must be emphasized that this curriculum is cumulative which makes it advisable to go over previous sections to make sure the student grasps many of the points upon which he/she can expand in this section.

This section on the pre-puberty age level is divided in the following fashion:

I Pre-puberty/Pre-primary/Primary

II Pre-puberty/Intermediate/Junior High

The first section, Pre-puberty/Pre-primary/Primary, is designed for those students who fall within the age group 7-11 but who are functioning on a pre-primary (pre-school through approximately a third grade) level.

The second section, Pre-puberty/Intermediate/Junior High, is designed for students who fall between the pre-primary age group who are functioning on an intermediate (4th-6th grades) through a Junior High (7th-9th grades) level.

It was decided to join together two basic sub-divisions (pre-primary and primary) into one sub-division. The same was done with Intermediate and Junior High into one section for the reason of simplicity and because it was felt that these sub-divisions were more similar than in previous sections of the curriculum.

5.0 UNIT PRE-PUBERTY/PRE-PRIMARY
(Pre-pubertal of Low Ability)

5.1 Self-Others

5.1.1 Skill — Ability to identify major internal body systems and the jobs done by each

Objectives

5.1.1.1 When asked to identify the major functions of the respiratory system, the student will describe the processes of breathing and exchange of gases.

5.1.1.2 When asked to identify the major functions of the circulatory system, the student will state that the circulatory system brings blood to all parts of the body.

5.1.1.3 When asked to identify the major function of the digestive system, the student will describe that function as the changing of food into energy.

5.1.1.4 When asked to identify the major function of the elimination or excretory system, the student will state that function as the removing of body wastes.

5.1.1.5 When asked to identify the major function of the nervous system, the student will state its function as that of picking up messages from the environment and directing the body to respond to these messages.

5.1.1.6 When asked to identify the major function of the reproductive system, the student will state its function as that of creating new human life.

5.1.1.7 When asked to locate some of the major organs of each system of his/her body, the student will include the following:

respiratory - lungs, windpipe, nose, mouth
digestive - mouth, stomach, intestines
excretory - liver, kidneys, rectum, anus, bladder, uretha

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.1 Self-Others

5.1.2 Skill — Ability to demonstrate an understanding that a person finds out about the environment through the senses

Objectives

5.1.2.1 When asked to describe instances when he/she has used a particular sense to gain information, the student will state actions such as the following:

touch	- to find his/her way in a room
taste	- to find if something is sweet
sight/hearing	- to see a bird or other object

5.1.2.2 When asked to describe instances when more than one sense has been used at the same time, the student will relate such instances.

5.1.2.3 When asked to identify situations in which one or more senses are not used, the student will relate such situations.

5.1.2.4 When asked to rank order the senses, the student will complete this task and compare his/her evaluation with the evaluations of others.

5.1.3 Skill — Ability to demonstrate an understanding that many girls grow faster than many boys at the pre-pubertal stage

Objectives

5.1.3.1 When asked to compare the height and weight of each of the students in the class, the student will chart the heights and weights of class members in order to draw comparisons.

5.1.3.2 When asked to demonstrate an understanding that the students are getting taller and gaining weight, the student will refer to an earlier age placement on the chart.

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.1 Self-Others

5.1.4 Skill — Ability to demonstrate an understanding that physical changes will continue to occur in growing boys and girls

Objectives

5.1.4.1 When asked to describe and define changes that occur in growing boys and girls, the student will include the following:

Height and Weight - the student will describe the increase in height and weight that normally takes place at this stage of development

Hair - the student will list the places on his/her body where hair may begin to grow (e.g. under arms, on face, chest, legs, arms, pubic region).

Acne - the student will describe acne as being a pimple caused by increased oil in the skin.

Erection - the student will describe an erection as an increase in the size and hardness of the penis.

Nocturnal Emission - the student will describe nocturnal emission as being the process of semen coming out of the erect penis during sleep.

Menstruation - the student will describe menstruation as being a discharge of blood and lining from the uterus during a cyclical process.

5.2 Masculine/Feminine

5.2.1 Skill — Ability to demonstrate an understanding that some roles for males and females are similar and that other roles are different

Objective

5.2.1.1 When asked to describe some activities which boys and girls both engage in, the student will include such activities as the following: riding bikes, going to school, playing games and others and will describe certain activities which are more popular for one sex than for the other.

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.2 Masculine/Feminine

5.2.2 Skill — Ability to demonstrate an understanding that society labels some jobs and play as being masculine and some as being feminine

Objective

5.2.2.1 — When asked to classify activities around the home/school into men's-boy's/women's-girl's, the student will describe a number of such activities according to sex and maturity level.

5.2.3 Skill — Ability to demonstrate an understanding that roles are interchangeable

Objective

5.2.3.1 — When asked to identify people who engage in activities which would be considered to be for the opposite sex, the student will identify some from activities described in 5.2.2.1.

5.3 Development

5.3.1 Skill — Ability to demonstrate an understanding of conception and reproduction

Objectives

5.3.1.1 — When asked to describe the roles of male and female in the reproduction process, the student will state that the erect penis of the male is inserted into the vagina of the female.

5.3.1.2 — When asked to describe what may happen when an erect penis is placed in a vagina, the student will state that the penis may discharge semen which contains sperm.

5.3.1.3 — When asked to define fertilization, the student will describe the process as the meeting of a sperm from the father and an egg from the mother in one of the mother's Fallopian tubes to start a baby.

5.3.1.4 — When asked to define pregnancy, the student will describe it as that period of time (nine months) during which time the fertilized egg grows into a baby.

5.3.1.5 — When asked to define birth, the student will describe the process as the delivery of the baby from the mother's uterus through the vagina to the outside world.

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.3 Development

5.3.2 Skill — Ability to demonstrate a basic understanding of heredity

Objective

5.3.2.1 — When asked to define heredity, the student will describe it as the passing of body traits from parents to children

5.3.3 Skill — Ability to demonstrate an understanding of what a father/mother have to do to care for a baby after it is born

Objective

5.3.3.1 — When asked to list some things that the mother and father do to care for a baby, the student will state the following: wash it, feed it, change its diapers, dress it and perform other care activities.

5.3.4 Skill — Ability to demonstrate an awareness of the process of personal hygiene

Objectives

5.3.4.1 — When asked to describe the advantages of washing under the arms, the student will state the purpose as that of controlling underarm odor.

(Note: Some of the students may be starting to use deodorants or will be developing an awarness of deodorants.)

5.3.4.2 — When asked to describe the advantages of washing the entire body regularly, the student will state that this will help control the extra amounts of oils being produced by the oil glands under the skin.

5.3.4.3 — When asked to indicate the reason for changing clothes regularly, the student will state to help control body odor.

5.3.4.4 — When asked to indicate the reasons for washing clothes regularly, the student will state to help control body odor.

5.3.4.5 — When asked to describe the proper method of washing the penis, the student will state that those with a foreskin must roll it back when washing this part of the body.

(Note: Circumcision is defined under the Medical Section of Pre-Puberty/Pre-Primary/Primary.)

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.3 Development

5.3.4 Skill — Ability to demonstrate an awareness of the process of personal hygiene

Objectives (continued)

5.3.4.6 — When asked to describe the proper method of cleaning the anal region, the student will specify that girls wipe their anus from front to back so as not to put germs from the anus into the vulva.

5.3.4.7 — When required to do so, the student will wash and dry his/her genital area thoroughly. Girls will avoid getting soap inside the vagina (the vagina has the capacity to clean itself).

5.3.5 Skill — Ability to wear a jock (boys) and a bra (girls) appropriately

Objectives

5.3.5.1 — In appropriate circumstances, boys will demonstrate proper use of an athletic supporter (jock) wearing it in a manner to support and protect the penis and testicles.

5.3.5.2 — In appropriate circumstances, girls will demonstrate proper use of a bra when needed, wearing it to support and restrain the breasts.

5.3.6 Skill — Ability to demonstrate an understanding that there are special materials women and girls use during their menstrual periods

Objectives

5.3.6.1 — When shown different types of sanitary devices, the student will identify each.

5.3.6.2 — When asked to explain the proper ways to attach sanitary equipment, the student will describe the correct procedure for each type.

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.5 Life Styles

5.5.1 Skill — Ability to demonstrate an understanding that all families are not alike

Objective

5.5.1.1 — When asked to list the different types of families, the student will describe the following: families with parents, families without one parent, families with a step parent, families with adopted children, families with no children, families with foster children, families including relatives and others.

5.5.2 Skill — Ability to demonstrate an understanding that sometimes children live away from their families

Objective

5.5.2.1 — When asked to develop a list of places where children may live other than with their parents, the student will state the following: hospitals, schools, camp, in a dorm, with relatives and foster homes.

5.5.3 Skill — Ability to identify feelings about living situations

Objectives

5.5.3.1 — When asked to identify how he/she feels when at home, the student will respond appropriately.

5.5.3.2 — When asked to compare his/her feelings about his/her living situation at home and the living situation at school, the student will choose the appropriate statement from the following continuum: "very happy", "happy", "no feeling", "sad", "very sad".

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.6 Relationships

5.6.1 Skill — Ability to demonstrate an understanding of the concept of personality

Objectives

5.6.1.1 When asked to define personality, the student will state in his/her own words that personality is that set of physical and behavioral characteristics which makes one person different from another.

5.6.1.2 When asked to create a representation of his/her personality, the student will draw a graphic or visual picture of an animal; pick a famous person that he/she thinks that he/she is like or will use some other means to represent his/her personality.

5.6.1.3 After creating a portrayal of his/her personality, the student will state how this representation is similar to his/her own personality.

5.6.1.4 When asked to portray the personality of another class member, the student will do so in a manner of his/her choice.

5.6.1.5 After portraying another student's personality, the student will state how this representation is similar to the other student's personality.

5.6.2 Skill — Ability to demonstrate an understanding of the concept of "friend"

Objectives

5.6.2.1 When asked to list things they like to do with a friend, the student will describe a variety of such activities.

5.6.2.2 When asked to list things that a friend would do for them and what they would do for a friend, the student will describe a variety of such activities.

5.6.2.3 When asked to list qualities they look for in a friend, the student will describe a variety of such qualities.

5.6.2.4 When asked to list qualities he/she has that a friend would like, the student will describe such qualities.

5.0 Unit Pre-Puberty/Pre-Primary
(Pre-pubertal of Low Ability)

5.6 Relationships

5.6.3 Skill — Ability to demonstrate an understanding that people's feelings change

Objective

5.6.3.1 — When asked to list times when his/her feelings have changed about a person, (e.g. angry at the teacher, now likes the teacher), the student will describe former and present feelings he/she has had.

5.8 Medical

5.8.1 Skill — Ability to demonstrate an understanding of the word illness

Objective

5.8.1.1 — When asked to list several symptoms which indicate illness, the student will describe symptoms such as the following: fever, nausea, diarrhea, headache, stomach ache and others.

5.8.2 Skill — Ability to define circumcision

Objective

5.8.2.1 — When asked to define circumcision, the student will define it as the surgical removal of the foreskin of the penis (usually done at birth).

6.0 UNIT PRE-PUBERTY/INTERMEDIATE/JR. HIGH

6.1 Self-Others

6.1.1 Skill — Ability to identify the endocrine system and the job it performs

Objective

6.1.1.1 — When asked to describe the major functions of the endocrine system, the student will state the function as that of governing the body's growth and development.

6.1.2 Skill — Ability to describe some functions of the major organs of various systems in the body

Objectives

6.1.2.1 — When asked to state the function of the major organs of the endocrine system, the student will describe the following and their functions: pituitary, thyroid, parathyroid, adrenal, testicles and ovaries.

6.1.2.2 — When asked to state the function of the major organs of the respiratory system, the student will describe the following and their functions: lungs, larynx, windpipe, nose and mouth.

6.1.2.3 — When asked to state the function of the major organs of the alimentary system, the student will describe the following and their functions: mouth, throat, stomach, liver, kidneys, intestines, rectum, anus, bladder and urethra.

6.1.2.4 — When asked to state the function of the major organs of the nervous system, the student will describe the following and their functions: brain, spinal cord and nerves.

6.1.2.5 — When asked to state the function of the major organs of the reproductive system, the student will describe the following and their functions: testicles, seminal canals, urethra, penis, ovaries, Fallopian tubes, uterus and vagina.

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.1 Self-Others

6.1.3 Skill — Ability to demonstrate an understanding that physical changes will occur during puberty

Objectives

6.1.3.1 — When asked to describe changes that occur during puberty, the student will explain the following:

Height and Weight - the student will describe the increase in height and weight that normally takes place at this stage of development.

Hair - the student will list the places on his/her body where hair may begin to grow (e.g. under arms, on face, chest, legs, arms, pubic region).

Acne - the student will define acne as being a pimple caused by increased oil in the skin.

Erection - the student will define an erection as an increase in size and hardness of the penis.

Nocturnal Emission - the student will define nocturnal emission as being the process of semen coming out of the erect penis during sleep.

Menstruation - the student will define menstruation as being a discharge of blood and lining from the uterus during a cyclical process.

6.1.4 Skill — Ability to demonstrate an understanding of the structures and functions of the male reproductive system

Objectives

6.1.4.1 — When asked to identify and describe the male reproductive system and its functions, the student will identify and explain the functions of the following: penis, glans, urethra, prostate, Cowper's gland, seminal vesicle, vas deferens, epididymis, testes and scrotum.

6.1.4.2 — When asked to describe how an erection occurs, the student will state that blood flows into spongy tissue surrounding the urethra and is retained there by muscular contraction.

6.1.4.3 — When asked to describe what occurs during ejaculation, the student will state that contractions cause the semen to be ejaculated or thrown out from the penis.

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.1 Self-Others

6.1.5 Skill — Ability to demonstrate an understanding of the structures and functions of the female reproductive system

Objectives

6.1.5.1 — When asked to identify and describe the functions of the female reproductive system, the student will explain the function of each of the following: Mons veneris, labia, clitoris, urethra, vagina, cervix, uterus, Fallopian tubes, ovaries, breasts and mammary glands.

6.1.5.2 — When asked to explain the process of ovulation, the student will state that approximately every 28 days an ovule travels from an ovary into a Fallopian tube.

6.1.6 Skill — Ability to demonstrate an understanding that changes which occur during puberty are part of the normal growth process

Objectives

6.1.6.1 — When asked to answer the question, "When does puberty occur in boys and girls?", the student will reply that in general it ranges from 9 to 14 years in girls and 12 to 16 years in boys.

6.1.6.2 — When asked to answer the question, "Does everyone go through puberty?", the student will answer in the affirmative.

6.2 Masculine/Feminine

6.2.1 Skill — Ability to demonstrate an understanding that society labels some activities as being masculine and some as being feminine

Objective

6.2.1.1 — When asked to classify some jobs around home/school into men's-boy's/women's-girl's, the student will specify which types of jobs are generally done by each of the sexes.

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.2 Masculine/Feminine

6.2.2 Skill — Ability to understand that masculine and feminine roles are interchangeable

Objective

6.2.2.1 — Given the roles listed in 6.2.1.1, the student will identify people he/she knows who engage in activities which might be considered to be for the opposite sex

6.2.3 Skill — Ability to demonstrate an understanding of the concepts, man and woman

Objective

6.2.3.1 — When asked to develop a list of characteristics which he/she feels differentiate a man and a woman, the student will identify important characteritics which he/she feels should be assigned to each sex.

6.3 Development

6.3.1 Skill — Ability to describe the way a baby develops in the uterus after conception

Objectives

6.3.1.1 — When asked the question, "What happens after the ovule is fertilized?", the student will state that it moves down the Fallopian tube and embeds itself in the wall of the uterus.

6.3.1.2 — When asked the question, "How does the developing baby receive nourishment inside the uterus?", the student will describe the role of the umbilical cord and placenta in this process.

6.3.1.3 — When asked to describe the development of a baby from the stage of fertilization onward, the student will state that the embroyo begins as a single cell and through the process of cellular division takes an average of nine months to become a fully developed baby (neonate).

6.0 Unit— Pre-Puberty/Intermediate/Jr. High

6.3 Development

6.3.2 Skill — Ability to identify the changes which may occur to the mother when she is pregnant

Objective

6.3.2.1 — When asked to list the changes which may occur to the mother when she is pregnant, the student will describe the following: weight gain, attitudinal changes and others.

6.3.3 Skill — Ability to understand some basic concepts of heredity

Objectives

6.3.3.1 — When asked to define the term gene, the student will state that it is the basic cell structure carrying a specific heredity factor.

6.3.3.2 — When asked to define the term chromosome, the student will define it as a sub-division of the cell containing certain genes.

6.3.3.3 — When asked to define the term dominant, the student will describe a dominant heredity trait as one which when pared with a similar recessive trait will show up in the offspring.

6.3.3.4 — When asked to define the term recessive, the student will define it in terms of a recessive trait which when pared with a dominant trait will not show up in the offspring.

6.3.3.5 — When asked to describe what determines the sex of an infant, the student will state that the male determines the sex of the infant.

6.3.3.6 — When asked to indicate certain characteristics he/she may have inherited from one of the parents or grandparents, the student will develop an inheritance chart to determine from which parent or grandparent the characteristics were inherited.

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.3 Development

6.3.4 Skill — Ability to demonstrate an understanding that not all babies develop for nine months in the mother's womb or uterus

Objectives

6.3.4.1 — When asked if all babies require nine months in the mother's womb or uterus, the student will state that some babies are delivered before this time and are premature births.

6.3.4.2 — When asked if premature babies are the same as full-term babies, the student will state that many babies who are born prematurely have not developed to a point where they can live without assistance and may require being placed in an isolette and receive special feeding.

(Note: The teacher may wish to discuss incubation and retrolental fibrophasia.)

6.4 Sexuality

6.4.1 Skill — Ability to realize that sexual feelings and thoughts may become stronger at this age (pre-puberty)

Objectives

6.4.1.1 — When asked to do so, the student will develop a list of personal activities which might cause sexual feelings and/or thoughts in people.

6.4.1.2 — When asked to describe what is meant by "pleasuring", the student will state that it consists of touching one's own body to find out what parts feel good.

6.4.1.3 — When asked to define masturbation, the student will describe it as the conscious touching of the genitals for pleasure.

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.4 Sexuality

6.4.2 Skill — Ability to demonstrate an understanding that masturbation is not harmful if done appropriately

Objectives

6.4.2.1 — When questioned about whether or not masturbation is harmful, the student will indicate that it is not harmful.

6.4.2.2 — When asked to relate some of the false myths surrounding masturbation, the student will refer to the following examples: getting warts, losing hair, becoming retarded, becoming blind and others.

6.4.2.3 — When asked whether or not masturbation is a personal or public activity, the student will state that it should be performed only in a private setting (e.g. bed - if alone, toilet cubicle, or other private areas).

6.4.2.4 — When asked whether or not masturbation is harmful, the student will state that only if it becomes an all encompassing activity to the exclusion of normal social interaction.

6.4.3 Skill — Ability to define the terms heterosexual and homosexual

Objectives

6.4.3.1 — When asked to define a heterosexual, the student will describe such a person as: an adult who prefers persons of the opposite sex for sexual gratification.

6.4.3.2 — When asked to define a homosexual, the student will describe such a person as an adult who prefers persons of the same sex for sexual grantification.

6.4.4 Skill — Ability to demonstrate an understanding that pre-puberty is the time that students begin to explore to establish their sexuality

Objective

6.4.4.1 — When asked if games such as "playing doctor and nurse", "mommy and daddy" and exploring the bodies of the same and opposite sex are normal, the student will indicate that such sexual experimentation is evident and normal at this period (pre-puberty).

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.5 Life Styles

6.5.1 Skill — Ability to state a preference for the type of life style the student would like to follow

Objective

6.5.1.1 — When asked to rank order life styles which he/she would like to adopt, the student will rank order those life styles described in Unit 5.

6.6 Relationships

6.6.1 Skill — Ability to demonstrate an understanding of the influences on personality

Objectives

6.6.1.1 — When asked to devise a list of things which influence the way a person develops, the student will state such things as the following: family, friends, education, handicaps and others.

6.6.1.2 — When asked to rank order those factors that influence the way a person develops, the student will rank order the items listed in 6.6.1.1.

6.6.2 Skill — Ability to identify desirable and undesirable qualities in one's self

Objectives

6.6.2.1 — When asked to list several things which he/she likes about himself/herself, the student will list those things he/she feels are of greatest importance.

6.6.2.2 — When asked to list several things which he/she does not like about himself/herself, the student will list those things he/she feels of most importance.

6.6.2.3 — When asked to evaluate change that he/she would like to make in his/her personality, the student will consider those changes deemed important.

6.6.3 Skill — Ability to develop an increasing awareness of the opposite sex

Objective

6.6.3.1 — When asked to list activities shared with the opposite sex, the student will describe all activities he/she recognizes as possible.

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.6 Relationships

6.6.4 Skill — Ability to demonstrate an understanding of what is meant by "getting along with others"

Objectives

6.6.4.1 — When asked to define the meaning of the word compromise, the student will give a valid example.

6.6.4.2 — When asked to prepare a list of occasions when he/she has made compromises, the student will include as many such occasions as he/she can recall.

6.6.5 Skill — Ability to demonstrate an understanding that an argument may be one of the ways we relate to people

Objectives

6.6.5.1 — When asked to do so, the student will list situations where he/she has had an argument.

6.6.5.2 — Referring to the argument described by the student in 6.6.5.1, he/she will develop some alternative solutions to the argument employing the technique of role playing.

6.7 Feelings

6.7.1 Skill — Ability to demonstrate an understanding that many emotional changes are taking place within the student

Objective

6.7.1.1 — When asked to describe the relationship between body changes and changes of emotional state, the student will state that body changes often trigger emotional changes.

6.7.2 Skill — Ability to define the concepts of pleasure, satisfaction, like, love, hate, dislike, dissatisfaction

Objectives

6.7.2.1 — When asked to define the concepts of pleasure, satisfaction, like, love, hate, dislike, dissatisfaction, the student will do so in his/her own words.

6.7.2.2 — Given the following terms: pleasure, satisfaction, like, love, hate, dislike, dissatisfaction, the student will demonstrate an understanding for these terms by describing times when he/she experienced these feelings.

6.0 Unit Pre-Puberty/Intermediate/Jr. High

6.7 Feelings

6.7.3 Skill — Ability to define the concept of anger

Objectives

6.7.3.1 — When asked to define the term anger, the student will do so in his/her own terms.

6.7.3.2 — When asked to identify when he/she is about to become angry, the student will describe his/her personal feelings as they develop in such situations.

6.7.3.3 — When asked to list physical changes that occur when he/she is angry, the student will describe the following: loss of control, increase in general energy, irrationality and other changes.

6.7.4 Skill — Ability to define the concept of fear

Objectives

6.7.4.1 — When asked to define fear, the student will do so in his/her own terms.

6.7.4.2 — When asked to demonstrate an understanding of the term fear, the student will describe those times when he/she has had this feeling.

6.7.4.3 — When asked to list physical changes which happen to him/her when he/she is afraid, the student will describe the following: sweating, shaking, stuttering, and other changes.

6.8 Medical

6.8.1 Skill — Ability to demonstrate an understanding of the concept of preventive health care

Objectives

6.8.1.1 — When asked to prepare a list of things one can do to stay healthy, the student will include the following: observance of proper diet, cleanliness, sufficient rest, expressing anger appropriately and other factors.

6.8.1.2 — When asked how doctors can help us to prevent illness, the student will state that people should have regular checkups by their physicians.

PUBERTY SECTION INTRODUCTION

In this section we are dealing with students between the ages of approximately 10-14.

Before going through the following material, it is essential to go over the material in previous sections to make sure the student grasps many of the points upon which he/she can expand in this section.

This section on the puberty age level is divided in the following fashion:

I Puberty/Pre-primary/Primary

II Puberty/Intermediate/Junior High

The first section, Puberty/Pre-primary/Primary, is designed for those students who fall within the age group 10-14 but who are functioning on a pre-primary/primary (pre-school through approximately a third grade) level.

The section, Puberty/Intermediate/Junior High is designed for students who fall between the puberty age group who are functioning on an intermediate (4th-6th grades) through a Junior High (7th-9th grades) level.

It was decided to join together two basic sub-divisions (pre-primary and primary) into one sub-division. The same was done with intermediate and Junior High into one section for the reason of simplicity and because it was felt that these sub-divisions were more similar than in previous sections of the curriculum.

7.0 UNIT PUBERTY/PRE-PRIMARY/PRIMARY

7.1 Self-Others

7.1.1 Skill — Ability to understand that girls' bodies begin to change, generally, before boys' bodies during puberty

Objectives

7.1.1.1 — When asked to identify the age that girls' bodies begin to change, the student will state between the ages of 9-16.

7.1.1.2 — When asked to identify the age that boys' bodies begin to change, the student will state between the ages of 12-18.

(Note: These ages are estimates.)

7.1.2 Skill — Ability to demonstrate an understanding of the concept of growth

Objectives

7.1.2.1 — When asked to measure his/her height, the student will do so (with the help of the teacher if necessary) at various times during the year.

7.1.2.2 — When asked to describe the relationship between genital change and maturation, the student will state that genital change leads to maturation.

7.1.2.3 — When asked to identify the age when genital changes occur, the student will state that genital change differs at time of onset between sexes and within each group.

7.1.2.4 — When asked to describe the development of secondary sexual characteristics, the student will state that these characteristics (auxilliary hair growth, perspirational odor and others) develop at times of onset similar to differences in times of onset of genital change.

7.1.2.5 — When asked to indicate the time span needed to achieve sexual maturity, the student will state that this time differs between sexes and within one sex.

7.1.3 Skill — Ability to demonstrate an understanding of the concept of changes in weight

Objective

7.1.3.1 — In order to keep track of his/her weight, the student will weigh himself/herself at various times during the year.

7.0 Unit Puberty/Pre-Primary/Primary

7.1 Self-Others

7.1.4 Skill — Ability to demonstrate an understanding that men have lower voices than women

Objective

7.1.4.1 — In order to identify voice differences, the student will compare the voices of men and women at the school.

7.1.5 Skill — Ability to demonstrate an understanding that boys' voices get lower during puberty

Objective

7.1.5.1 — In order to identify differences between the voices of boys and older men, the student will compare the voices of boys in the class with voices of older men around them and with the voices of his/her peers.

7.1.6 Skill — Ability to demonstrate an awareness that boys and girls perspire more during puberty

Objective

7.1.6.1 — When asked to state whether or not boys and girls perspire more during puberty than before, the student will observe and report on the fact that the bodies and clothing of boys and girls during this stage of development become moist more frequently.

7.1.7 Skill — Ability to demonstrate an understanding that the skin produces more oil during puberty (secretion of sebaceous glands)

Objective

7.1.7.1 — When asked to report whether or not skin produces increased oil during puberty, the student will examine his/her own skin to feel the increased oiliness.

7.1.8 Skill — Ability to demonstrate an understanding that young people may be less coordinated at this stage of their lives (puberty)

Objectives

7.1.8.1 — When asked to describe the state of body coordination during puberty, the student will state that because of uneven growth rates physical coordination may be disrupted during this period.

7.0 Unit Puberty/Pre-Primary/Primary

7.1 Self-Others

7.1.8 Skill	Ability to demonstrate an understanding that young people may be less coordinated at this stage of their lives (puberty)
Objectives (continued)	
7.1.8.2	When asked if the poor physical coordination is characteristic of puberty is permanent, the student will state that it is only a temporary condition.
7.1.9 Skill	Ability to identify areas of the body where hair grows during puberty
Objective	
7.1.9.1	When asked to list the areas of the body on the male and on the female where there is an increased growth of body hair, the student will list the following: male - arms, legs, chest, face, pubic region, underarms, back; female - arms, legs, pubic region, underarms.
7.1.10 Skill	Ability to demonstrate an understanding that people develop at different rates and that no one develops at the same rate as another person
Objectives	
7.1.10.1	When asked to identify the cause for bodily changes in rates of growth during puberty, the student will state that hormones which are special substances within our body are responsible for these changes.
7.1.10.2	When asked to describe why each person grows at his/her own pace, the student will indicate that individuals have different proportions of hormones in their bodies.
7.1.11 Skill	Ability to demonstrate an understanding that physical disabilities can affect development
Objective	
7.1.11.1	When asked to describe the relationship between physical disabilities and rates of growth, the student will state that physical disabilities can alter rates of growth.

7.0 Unit Puberty/Pre-Primary/Primary

7.3 Development

7.3.1 Skill — Ability to demonstrate an understanding that babies can be born in differnt settings

Objective

7.3.1.1 — When asked to list various locations or settings where babies might be born, the student will state that according to cultures babies may be born in such places as the following: at home, in a hospital, in a field, or other locations.

7.3.2 Skill — Ability to demonstrate an understanding of multiple births

Objectives

7.3.2.1 — When asked to do so, the student will define the following terms: twins, triplets, quadruplets, quintuplets.

7.3.2.2 — When asked to describe the appearance of children in a multiple birth, the student will state that multiple offspring can look exactly the same or very different.

7.3.3 Skill — Ability to demonstrate an understanding of prematurity

Objective

7.3.3.1 — When asked to describe prematurity, the student will state that sometimes babies are born before the normal gestation period has expired.

7.3.4 Skill — Ability to demonstrate an understanding of heredity

Objectives

7.3.4.1 — When asked to define heredity, the student will state that this is when certain characteristics are transmitted to a person from relatives.

7.3.4.2 — When asked to determine the source of personal physical characteristics, the student will develop a chart or list of his/her physical characteritics according to whether the characteristics came from mother, father, grandmother or grandfather.

7.0 Unit Puberty/Pre-Primary/Primary

7.3 Development

7.3.5 Skill — Ability to develop good hygiene skills

Objectives

7.3.5.1 — In order to help control body odor, the student will bathe or shower regularly.

7.3.5.2 — In order to assist in controlling acne, the student will wash his/her face regularly with warm water and soap.

7.3.5.3 — In order to demonstrate an understanding of auxiliary aids used in controlling body odor, the student will list various types of deodorants and their purposes.

7.3.5.4 — In order to prevent body odor from clothing (particularly underclothing), the student will wash and change his/her clothing regularly.

7.3.5.5 — When clothing is in need of repair, the student will sew tears, replace buttons or make other repairs.

7.3.6 Skill — Ability to demonstrate an understanding of menstruation and proper menstrual hygiene

Objectives

7.3.6.1 — When asked to do so, the student will define menstruation.

7.3.6.2 — When asked how menstruation is controlled, the student will state that women use special absorptive products during menstruation for hygienic and social reasons.

7.3.6.3 — When asked to describe how menstruation is contained, the student will list various types of commercial products and their purposes. (A sample kit should be obtained.)

7.3.7 Skill — Ability to demonstrate an understanding that some babies are born with physical disabilities

Objectives

7.3.7.1 — When asked to explain whether or not all babies develop normally, the student will state that not all babies develop normally in the mother's uterus.

7.3.7.2 — When asked if all developing babies are born, the student will state that some babies do not survive within the mother's uterus.

7.0 Unit Puberty/Pre-Primary/Primary

7.3 Development

7.3.7 Skill — Ability to demonstrate an understanding that some babies are born with physical disabilities

Objectives (continued)

7.3.7.3 — When asked if the birth process can be hazardous, the student will state that sometimes babies are injured when they are being born.

7.4 Sexuality

7.4.1 Skill — Ability to demonstrate an understanding that coitus is not only for reproduction

Objective

7.4.1.1 — When asked to state the purpose of coitus other than for reproduction, the student will state that coitus is a part of life and is for pleasure and/or reproduction.

7.4.2 Skill — Ability to demonstrate an understanding of the concept of attraction

Objective

7.4.2.1 — When asked to define what is meant by attraction, the student will make a list of qualities of people they find attractive.

7.4.3 Skill — Ability to express one's feeling about his/her body

Objectives

7.4.3.1 — When asked if he/she likes all parts of his/her body, the student will note those parts which he/she likes.

7.4.3.2 — When asked to note those parts of his/her body which the student does not like, he/she will note these parts.

(Note: Teacher may wish to discuss the reasons for the likes and dislikes.)

7.0 Unit Puberty/Pre-Primary/Primary

7.4 Sexuality

7.4.4 Skill — Ability to demonstrate an understanding of the status of masturbation

Objectives

7.4.4.1 When asked to identify the sensitive areas of the genitals, the student will identify the clitoris of the female and the glans of the male penis as being the sensitive areas of the genitals.

7.4.4.2 When asked to define conscious masturbation, the student will describe it as deliberate manipulation of the genitals for pleasure

7.4.4.3 When asked to define unconscious manipulation of the genitals, the student will describe it as stimulation resulting from a lack of social and environmental awareness.

7.4.4.4 When asked to state a special method of stimulation of the genitals, the student will state that each person develops his/her own method of genital stimulation.

7.4.4.5 When asked if there is a particular method of masturbation, the student will state that each person may develop his/her own preferred way to masturbate.

7.4.4.6 When asked if foreign agents (e.g. sticks, bottles, fruits and vegetables, etc.) may be utilized in genital stimulation, the student will state that the use of such agents may be physically harmful.

7.5 Life Styles

7.5.1 Skill — Ability to demonstrate an understanding that there are many types of living situations

Objectives

7.5.1.1 When asked to prepare a list of the different types of living situations, the student will include the following: marriage, living alone, group homes, with parents, community residence, apartment, own home, living with someone else, institution, dorm, commune and other.

7.0 Unit Puberty/Pre-Primary/Primary

7.5 Life Styles

7.5.2 Skill — Ability to demonstrate an understanding of the meaning of independent living

Objective

7.5.2.1 — When asked to describe what is meant by independent living, the student will list activities which a person who lives independently has to perform

7.5.3 Skill — Ability to demonstrate an understanding of the meaning of dependent living

Objectives

7.5.3.1 — When asked how to acquire assistance in maintaining oneself, the student will list different ways by which he/she may need to ask for help to provide for his/her basic needs.

7.5.3.2 — When asked to differentiate independent and dependent living situations, the student will describe different situations according to the amount of independence they allow.

7.6 Relationships

7.6.1 Skill — Ability to demonstrate an understanding of the concept of peer

Objective

7.6.1.1 — Given a list of people at the school, the student will identify those which are his/her peers.

7.6.2 Skill — Ability to demonstrate an understanding of the concept of value formation

Objective

7.6.2.1 — When asked to do so, the student will state one personal value.

7.6.2.2 — When asked who has contributed to the student's formation of personal values, the student will prepare a list of those persons from which he/she has received many of his/her values.

7.0 Unit Puberty/Pre-Primary/Primary

7.6 Relationships

7.6.3 Skill — Ability to communicate needs

Objective

7.6.3.1 — Given a variety of demand situations, the student will describe how he/she would communicate his/her needs.

7.6.4 Skill — Ability to demonstrate an understanding of the concept of loss

Objective

7.6.4.1 — When asked to recall feelings he/she may have had in times of personal loss, the student will describe situations such as the following: loss of members of the family, friend moving away, pet dying, doll broken and others.

7.7 Feelings

7.7.1 Skill — Ability to demonstrate an understanding that our feelings may be different towards different people

Objectives

7.7.1.1 — When asked, the student will describe his/her feelings for some good friends

7.7.1.2 — When asked, the student will describe his/her feelings for some people he/she likes.

7.7.1.3 — When asked, the student will describe his/her feelings toward people he/she dislikes.

7.7.2 Skill — Ability to understand that people respond in different ways when they are upset

Objective

7.7.2.1 — When asked to describe ways people show that they are upset, the student will prepare a list which may include the following: eat too much, not eat, break things, cry, others. (The teacher can discuss what happens to a person if they keep their feelings in.)

7.7.2.2 — When asked to describe what happens to a person who does not express his/her feelings of anger, unhappiness, disappointment or other, the student will list several reactions that may occur.

7.0 Unit Puberty/Pre-Primary/Primary

7.7 Feelings

7.7.3 Skill — Ability to demonstrate an understanding of the concept of adolescent rebellion

Objective

7.7.3.1 — When asked to give examples of adolescent rebellion, the student will describe ways in which he/she is trying to become independent from family, friends, teachers and others.

7.7.4 Skill — Ability to express a variety of ways to express happiness, anger, sadness and fear

Objective

7.7.4.1 — When asked to describe ways of expressing happiness, anger, sadness and fear, the student will prepare a list of several variations of each of the preceding states.

7.7.4.2 — When asked to do so, the student will describe various ways people express each of the emotions listed in 7.7.4.1.

7.7.4.3 — Given the emotional states of happiness, anger, sadness and fear, the student will discuss appropriate ways to express these feelings.

7.7.5 Skill — Ability to demonstrate an understanding of the terms anxiety and nervousness

Objective

7.7.5.1 — When asked to state situations which make him/her anxious and nervous, the student will list several situations that contribute to these states. The student will compare the situations which contribute to these states.

7.7.6 Skill — Ability to determine other people's feelings without having to be told

Objective

7.7.6.1 — When asked to describe a series of behaviors of other persons that indicate how they are feeling, the student will list the following: change of voice, change of voice volume, silence, physical (manual) impression and others.

7.0 Unit Puberty/Pre-Primary/Primary

7.7 Feelings

7.7.7 Skill	Ability to demonstrate an understanding that criticism may be positive or negative

Objectives

7.7.7.1	When asked to do so, the student will define the term criticism.
7.7.7.2	When asked the purpose of criticism, the student will state that it is often given to us by friends, family members and teachers to help us improve.
7.7.7.3	When asked if all criticism is justifiable, the student will state that some persons criticize only to make a person feel unworthy.
7.7.7.4	When asked to relate instances of receiving criticism, the student will prepare a list of times when criticism was given to him/her to help him/her improve.

7.7.8 Skill	Ability to demonstrate an increasing understanding of the concept of personality

Objectives

7.7.8.1	When asked to describe personality factors, the student will list those factors which make up his/her personality.
7.7.8.2	When asked to describe a pleasant personality, the student will list the behaviors he/she likes in other people.
7.7.8.3	When asked to do so, the student will demonstrate that he/she prefers being with people with a specific set of personal characteristics.
7.7.8.4	When asked to do so, the student will identify personal characteristics he/she prefers in various individuals as follows: the same sex, the opposite sex, people who are older, people who are younger and others.
7.7.8.5	Given personality characteristics of specific individuals described by the student, the student will compare these characteristics.

8.0 UNIT PUBERTY/INTERMEDIATE/JR. HIGH

8.1 Self-Others

8.1.1 Skill — Ability to demonstrate an understanding that bodies change during puberty

Objective

8.1.1.1 — When asked to prepare a list of the changes during puberty in boys, the student will describe broadening of the shoulders in proportion to the hips and similar changes in body shape and proportions.

8.1.1.2 — When asked to prepare a list of the changes during puberty in girls, the student will describe widening of the hips in proportion to the waist line, bust development and other changes in body shape and proportion.

8.1.2 Skill — Ability to demonstrate an understanding of the concept of various rates of growth

Objective

8.1.2.1 — When asked to demonstrate individual growth rates, the student will maintain a growth chart of class members.

8.1.3 Skill — Ability to demonstrate an understanding that physical disabilities can affect rates of growth

Objective

8.1.3.1 — When asked to describe the types of physical disabilities which can affect rates of growth, the student will include in his/her description the following: heart problems, cerebral palsy, muscular dystrophy, glandular defects, broken bones, brain tumors, birth defects and others.

8.1.4 Skill — Ability to demonstrate an understanding that physical size should not affect self worth

Objective

8.1.4.1 — When asked why physical size should not affect self worth, the student will state that people vary considerably in height and weight due to natural processes and that these differences are unrelated to individual worth.

8.0 Unit Puberty/Intermediate/Jr. High

8.1 Self-Others

8.1.5 Skill — Ability to demonstrate an understanding that the body is constantly changing

Objective

8.1.5.1 — When asked to describe the processes of change in different parts of the body, the student will prepare a list of body parts which are constantly changing or readjusting.

8.1.6 Skill — Ability to demonstrate an understanding of the concept that "your body is your own"

Objectives

8.1.6.1 — When asked whose responsibility it is to take care of one's body, the student will state that it is each individual's responsibility to assume responsibility for the care of his/her body.

8.1.6.2 — When asked to define the term physical territoriality the student will state that the term refers to the space one's body needs to feel comfortable in various situations.

8.0 Unit Puberty/Intermediate/Jr. High

8.2 Masculine/Feminine

8.2.1 Skill — Ability to demonstrate an understanding of the process of manufacture, storage and release of sperm and semen

Objective

8.2.1.1 — When asked to describe where sperm and semen are produced and stored and how they are released, the student will describe the function of the testes, prostate gland and the sphincter muscle which prevents the release of urine during ejaculation.

8.2.2 Skill — Ability to demonstrate an understanding of the term orgasm

Objective

8.2.2.1 — When asked to describe the term orgasm, the student will include in his/her definition both the physical and emotional factors involved.

8.2.3 Skill — Ability to demonstrate an understanding that some social roles are designated by sex

Objectives

8.2.3.1 — Given the statements "waiting for someone to call asking for a date", "leading while dancing", "being treated to a movie" and others, the student will indicate each statement in terms of passive and aggressive behavior.

8.2.3.2 — Given the statements in 8.2.3.1, the student will place the word male or female (or both) next to each item on the list according to the sex which he/she feels is appropriate to the role.

8.2.3.3 — Given certain social situations, the student will identify those in which roles are interchangeable.

8.2.4 Skill — Ability to demonstrate an understanding that social activities of childhood change when reaching adolescence

Objectives

8.2.4.1 — When asked to do so, the student will prepare a list of activities which he/she feels are appropriate for a child.

8.2.4.2 — When asked to do so, the student will prepare a list of activities which he/she feels are appropriate for an adolescent.

8.0 Unit Puberty/Intermediate/Jr. High

8.2 Masculine/Feminine

8.2.5 Skill — Ability to demonstrate an understanding of the concept of risk taking to prove masculinity/femininity

Objectives

8.2.5.1 — When asked to prepare a list of things the student has done to prove his/her masculinity/femininity, the student will include such things as lifting heavy weights, smoking, wearing make-up, dating older people.

8.2.5.2 — Given the list of activities in 8.2.5.1, the student will check off those items in which he/she feels there is a physical/emotional risk involved.

8.2.6 Skill — Ability to demonstrate an understanding of the concept of menstrual cycles

Objective

8.2.6.1 — When asked to do so, the young women in the class will develop a chart on which they will keep a record of their menstrual cycles.

8.3 Development

8.3.1 Skill — Ability to demonstrate an understanding that there are two kinds of twins

Objectives

8.3.1.1 — When it is stated that twins look exactly alike, the student will identify them as identical twins.

8.3.1.2 — When asked to describe what contributes to the development of identical twins, the student will state that a single fertilized egg inside the uterus of the mother splits into two after which each half is implanted in the lining of the uterus.

8.3.1.3 — When asked to describe the embryologic situation and genetic picture with identical twins, the student will state that identical twins share the same placenta and the same genetic structure.

8.3.1.4 — When asked to define fraternal twins, the student will state that the twins may look different from each other and may be of differing sex.

8.3.1.5 — When asked to describe the manner in which fraternal twins are conceived, the student will state that two separate eggs inside the uterus of the mother are each fertilized by different sperm cells.

8.0 Unit Puberty/Intermediate/Jr. High

8.3 Development

8.3.1 Skill — Ability to demonstrate an understanding that there are two kinds of twins

Objectives (continued)

8.3.1.6 — When asked how fraternal twins differ from identical twins, the student will state that fraternal twins do not share the same placenta and may not share the same genetic structure.

8.3.2 Skill — Ability to demonstrate an understanding that there are different ways by which a baby can be born

Objectives

8.3.2.1 — When asked where most mothers deliver their babies, the student will state in a hospital.

8.3.2.2 — When asked how many mothers experience difficulty in child birth, the student will state that most mothers do not experience difficulty.

8.3.2.3 — When asked to define the term miscarriage (spontaneous abortion), the student will state that a miscarriage is said to take place when the mother's uterus rejects a defective embryo.

8.3.2.4 — When asked to define premature birth, the student will state this is the name given to a birth occurring before approximately 36 weeks of pregnancy.

8.3.2.5 — When asked to describe conditions contributing to a difficult birth, the student will refer to the fact that the baby may be too large or the mother's pelvis too small, resulting in the baby's having difficulty passing through the birth canal.

8.3.2.6 — When asked to define Caesarean Section, the student will describe this as a process in which the unborn baby is removed from the uterus through an incision in the abdominal and uterine walls.

8.3.2.7 — When asked to define the term breach birth, the student will state that this is a type of birth in which the feet of the baby emerge first.

8.3.2.8 — When asked to define the term "Siamese Twins", the student will describe the situation in which twins are joined together by common tissue and perhaps sharing one or more organs.

8.0 Unit Puberty/Intermediate/Jr. High

8.3 Development

8.3.3 Skill — Ability to demonstrate an understanding that the developing baby goes through a series of developmental stages

Objectives

8.3.3.1 — When asked to define the term embryo, the student will state that this is the name given to the developing baby during (approximately) the first eight weeks.

8.3.3.2 — When asked to define the term fetus, the student will state that this is the name given to the developing baby from the second month until birth.

8.3.3.3 — When asked to define the term neonate, the student will state that this is the first 4-6 weeks of life of the newborn baby.

8.3.4 Skill — Ability to demonstrate an understanding of the more technical aspects of heredity

Objective

8.3.4.1 — When asked to do so, the student will define the terms chromosome, gene and cell and will explain the functions of each.

8.4 Sexuality

8.4.1 Skill — Ability to demonstrate an understanding that there are many variations of sexual preference

Objectives

8.4.1.1 — In order to develop the concept of variations, the student will pick out his/her favorite object within a single class of objects (e.g. favorite flavor of ice cream, favorite type of car, favorite T.V. show and other).

8.4.1.2 — When asked to prepare a list of possible variations of personal sexual preferences, the student will include the following: opposite sex, same sex, older people, younger people, family members, animals, trees and others.

8.4.1.3 — When asked to consider the pros and cons of sexual preference, the student will state that sexual preference is a personal thing and people have a right to their preferences.

8.0 Unit Puberty/Intermediate/Jr. High

8.4 Sexuality

8.4.2 Skill — Ability to demonstrate an understanding of the term erogenous zones

Objectives

8.4.2.1 — When asked to define erogenous zones, the student will indicate such zones as areas of the body which can stimulate sexual excitement through touch.

8.4.2.2 — When asked to prepare a list of some of the erogenous zones of the female body and the male body, the student will include the following: clitoris, labia minora, glans penis, perineum, anus, breasts, ear, mouth, buttocks, inner surfaces of the thigh, abdomen and other areas.

8.4.3 Skill — Ability to differentiate between sexual and non-sexual touching

Objectives

8.4.3.1 — When asked to do so, the student will prepare a list of times when he/she either touches others or is touched by others when the aspect of sex is not intended.

8.4.3.2 — During a class discussion, the student will describe ways people may touch each other with a sexual intent.

8.4.4 Skill — Ability to differentiate the terms sensual and sensuous

Objective

8.4.4.1 — When asked to do so, the student will define the terms sensual and sensuous

8.4.5 Skill — Ability to differentiate between the terms sensual and sexual

Objective

8.4.5.1 — When asked to differentiate the terms sensual and sexual, the student will discuss times when he/she is engaged in sensual but not sexual activity with another (e.g. back rubs, combing another's hair, feeding another, etc.).

8.0 Unit Puberty/Intermediate/Jr. High

8.4 Sexuality

8.4.6 Skill — Ability to demonstrate an understanding of the term Frenching (French kissing)

Objective

8.4.6.1 — When asked to define the term Frenching, the student will describe it as the process of two people kissing each other with their mouths partially open permitting their tongues to entwine.

8.4.7 Skill — Ability to demonstrate an understanding of the term coition

Objective

8.4.7.1 — When asked to do so, the student will define the term coition

8.4.8 Skill — Ability to demonstrate an understanding of the term pre-marital sex

Objectives

8.4.8.1 — During a classroom discussion on pre-marital sex, the student will state his/her views on the topic.

8.4.8.2 — When asked the emotional status of a sexual relationship, the student will state that strong emotions may be involved in this type of relationship.

8.4.9 Skill — Ability to demonstrate an understanding that along with sexuality comes responsibilities to others

Objectives

8.4.9.1 — When asked to describe the situation of consent and agreement in sexual participation, the student will state that sex is something which should not be forced on another person.

8.4.9.2 — When asked if there is any hazard accompanying coition, the student will state that coition always carries with it the risk of pregnancy.

8.4.9.3 — Given a hypothetical situation in which a couple have just found out that the woman is pregnant and the couple are not married, the student will prepare a list of options left open to the couple (can be a role playing activity).

8.0 Unit Puberty/Intermediate /Jr. High

8.4 Sexuality

8.4.9 Skill	Ability to demonstrate an understanding that along with sexuality comes responsibilities to others
Objectives (continued)	
8.4.9.4	In reference to 8.4.9.3, the student will list the advantages and disadvantages of each option
8.4.10 Skill	Ability to demonstrate an understanding of the concept of tactual defensiveness
Objective	
8.4.10.1	When asked to define tactual defensiveness, the student will state that this is a situation where people do not like you to touch them and may become upset if you do so.
8.4.11 Skill	Ability to demonstrate an understanding of the terms heterosexual and homosexual
Objectives	
8.4.11.1	When asked to define the term heterosexual, the student will state that a person who is attracted physically and emotionally by a person(s) of the opposite sex during adulthood is said to be heterosexual.
8.4.11.2	When asked to define the term homosexual, the student will state that a person who is attracted physically and emotionally by a person(s) of the same sex during adulthood is said to be homosexual.
8.4.12 Skill	Ability to demonstrate an understanding of the concept of birth control
Objectives	
8.4.12.1	When asked to define birth control, the student will state that birth control is a preventive method adopted by a man and woman who decide not to have a baby.
8.4.12.2	When asked to list various types of birth control methods and the function of each which a man may choose to prevent him from making a woman pregnant, the student will include the following: condom, vasectomy, other.

8.0 Unit Puberty/Intermediate/Jr. High

8.4 Sexuality

8.4.12 Skill — Ability to demonstrate an understanding of the concept of birth control

Objectives (continued)

8.4.12.3 — When asked to list various types of birth control methods and the function of each which a woman may choose to prevent her from having a baby, the student will include the following: birth control pills, IUD, diaphram, foam, tubal ligation.

8.4.12.4 — When asked to identify some of the less effective methods of birth control, the student will include the following: withdrawal, douching, rhythm, other.

8.5 Life Style

8.5.1 Skill — Ability to demonstrate an understanding of the variables involved in choosing a life style

Objective

8.5.1.1 — When asked to describe the factors contributing to the choice of a life style, the student will list the following: interest, economic resources available and one's physical, mental and emotional capabilities.

8.5.2 Skill — Ability to demonstrate an understanding that life styles many times are not permanent

Objective

8.5.2.1 — When asked if life styles are permanent, the student will state that this is not necessarily so and life styles may change.

8.5.3 Skill — Ability to demonstrate an understanding of the concept that people do effect their own life styles by the decisions they make

Objective

8.5.3.1 — When asked to do so, the student will prepare a list of important decisions he/she has made during his/her life.

8.0 Unit Puberty/Intermediate/Jr. High

8.5 Sexuality

8.5.4 Skill — Ability to demonstrate an understanding of the variables involved in the choice of a career/job

Objective

8.5.4.1 — When asked to state the criteria relating to the choice of a career or job, the student will state that such choice depends on interest and ability.

8.5.5 Skill — Ability to demonstrate an understanding of the concept of support

Objectives

8.5.5.1 — When asked to do so, the student will define the term support.

8.5.5.2 — When asked to do so, the student will prepare a list of the ways in which people support themselves and the ways in which they provide support for others.

8.6 Relationships

8.6.1 Skill — Ability to list social activities available at one's age

Objective

8.6.1.1 — When asked to prepare a list of the social activities open to the student at his/her age, the student will include the following: dates, dances, dinners, movies.

8.6.2 Skill — Ability to demonstrate communication skills in social situations

Objective

8.6.2.1 — When asked to describe various social situations involving communication skills, the student will role play the following situations: telephone skills, asking for a date, invitations for dinner, different types of dates.

8.6.3 Skill — Ability to demonstrate an understanding of the term nuclear family

Objectives

8.6.3.1 — When asked to do so, the student will define the term nuclear family.

8.0 Unit Puberty/Intermediate/Jr. High

8.6 Relationships

8.6.3 Skill — Ability to demonstrate an understanding of the term nuclear family

Objectives (continued)

8.6.3.2 — When asked to discuss the relationship between a nuclear family and happiness, the student will state that the nuclear family does not necessarily guarantee happiness.

8.6.4 Skill — Ability to demonstrate an understanding that family composition changes constantly

Objective

8.6.4.1 — When asked to describe possible ways in which the family composition changes, the student will list the following: birth, death, divorce, separation at school or college.

8.6.5 Skill — Ability to demonstrate an understanding of the term divorce

Objective

8.6.5.1 — When asked to do so, the student will define the term divorce

8.6.6 Skill — Ability to demonstrate an understanding of the term competition

Objective

8.6.6.1 — When asked to do so, the student will prepare a list of times when he/she has competed with someone for something.

8.6.7 Skill — Ability to demonstrate an understanding of the concept of exclusivity as it relates to jealousy

Objective

8.6.7.1 — Given the definition of competition, the student will relate it to competing with someone for the exclusive affections or acceptance of another.

8.0 Unit Puberty/Intermediate/Jr. High

8.6 Relationships

8.6.8 Skill — Ability to demonstrate an understanding of the concept of authority

Objectives

8.6.8.1 When asked to define the term authority, the student will do so as it relates to people in positions of authority.

8.6.8.2 When asked to do so, the student will prepare a list of the people he/she is acquainted with whom he/she would regard as being in positions of authority.

8.6.8.3 When asked to do so, the student will engage in a discussion about the way he/she behaves toward people in positions of authority.

8.6.9 Skill — Ability to demonstrate an understanding of the concept of leadership

Objective

8.6.9.1 When asked to do so, the student will list those qualities he/she feels are necessary in a leader.

8.6.10 Skill — Ability to demonstrate an understanding of the ways in which people make and lose friends

Objective

8.6.10.1 Upon request, the student will role play situations in which he/she is making/losing a friend.

8.7 Feelings

8.7.1 Skill — Ability to demonstrate an understanding of the concept that moods may change during menstruation

Objective

8.7.1.1 When asked what effect menstruation may have upon women, the student will state that many women have mood changes or become moody before/during menstruation.

8.0 Unit Puberty/Intermediate/Jr. High

8.7 Feelings

8.7.2 Skill — Ability to demonstrate a sensitivity to basic body signs

Objective

8.7.2.1 — When asked to prepare a list of physical reactions to a variety of feelings which can tell us what our body is doing or if something is wrong, the student will list the following: pain, cramps, temperature change, sweating, oil production, other.

8.7.3 Skill — Ability to demonstrate an understanding that sometimes people going through puberty feel they need to prove themselves and this may lead to a variety of consequences

Objectives

8.7.3.1 — When asked to do so, the student will prepare a list of some of the ways young men/women try to prove themselves.

8.7.3.2 — Given the list in 8.7.3.1, the student will state various consequences which may be attached to each of these actions.

8.7.4 Skill — Ability to demonstrate an understanding that one may feel more anxious during puberty

Objective

8.7.4.1 — When asked about moods and feelings during puberty, the student will state that he/she may feel more anxious during puberty (due to the changes going on within him/her and the demands from without to become increasingly responsible).

8.7.5 Skill — Ability to identify reasons for rebellion during puberty

Objective

8.7.5.1 — When asked why a person may be more rebellious during puberty (or more independent), the student will state reasons for such actions.

8.0 Unit Puberty/Intermediate/Jr. High

8.7 Feelings

8.7.6 Skill — Ability to demonstrate an understanding that many people are concerned about appearance

Objectives

8.7.6.1 — When asked about concern for physical appearance during puberty, the student will state that many people are more concerned about personal appearance during puberty than when they were younger.

8.7.6.2 — When asked about some of the effects of over-concern about appearance, the student will state that such concern may affect mood, habits and eating.

8.8 Medical

8.8.1 Skill — Ability to demonstrate an understanding of the term gynecologist

Objective

8.8.1.1 — When asked to do so, the student will define the term gynecologist.

8.8.2 Skill — Ability to demonstrate an understanding of the term urologist

Objective

8.8.2.1 — When asked to do so, the student will define the term urologist.

8.8.3 Skill — Ability to demonstrate an understanding of what is meant by a gynecological examination (GYN exam)

Objective

8.8.3.1 — When asked to do so, the student will define a GYN exam and state why it is important.

8.8.4 Skill — Ability to demonstrate an understanding of the term abortion

Objectives

8.8.4.1 — When asked to define the general term abortion, the student will state that abortion is the premature termination of an embryo or fetus within the woman's uterus.

8.0 Unit Puberty/Intermediate/Jr. High

8.8 Medical

8.8.4 Skill — Ability to demonstrate an understanding of the term abortion

Objectives (continued)

8.8.4.2 When asked to define the various types of induced abortion, the student will list the following: therapeutic, spontaneous, legal and illegal abortions.

8.8.4.3 When asked to do so, the student will list the pro's and con's of an induced abortion for the purpose of terminating an unwanted pregnancy.

8.8.5 Skill — Ability to demonstrate an understanding of the term amniocentesis

Objective

8.8.5.1 When asked to define the term amniocentesis, the student will state that amniocentesis is the process of attempting to detect certain defects within the unborn baby or to determine the sex of the baby within the woman's uterus. It may also be mentioned that this is a check for Down's Syndrome and Muscular Dystrophy.

8.8.6 Skill — Ability to demonstrate an understanding of types of vaginal infections

Objectives

8.8.6.1 When asked to prepare a list of the various types of vaginal infections, the student will include the following: yeast, trichomoniasis (trich), V.D.

8.8.6.2 Given the vaginal infections stated in 8.8.6.1, the student will describe the cause and cure of each.

ADOLESCENCE

The term adolescence in our curriculum applies to the period between age 15 and that point at which someone reaches adulthood. Many of the students will have gone through the physical changes associated with puberty; however, some students over 15 may still have not started the physical process of maturing. The students are beginning to make important decisions on what they will do and how they will choose to live after leaving Perkins. They are exploring new sexual feelings related to pubertal changes and in many cases experiencing a greater desire for independence. The curriculum focuses less on information at this stage and more on clarifying options in terms of personal and sexual life styles and career choice.

The curriculum is divided into three developmental levels: Pre-primary and Primary; Intermediate and Junior High; and High School. The Pre-primary/Primary section is geared to students with low communication ability. It is mainly based on the learning of factual material and the listing of life options. The Intermediate and Junior High level is prepared for students with more developed skills in using communication media. There is more emphasis on skills of choosing among options and understanding that all options have advantages and disadvantages. The High School level puts a great deal of emphasis on the student's own choice or choices among the various life options.

It is important to realize that the three sections are sequential and also build on information and exercises presented to students at the previous age levels. The decisions discussed at the High School level would be made in a vacuum if the student did not have the factual information presented at the Pre-primary/Primary level.

Finally, it is critical to the use of this High School level that the teacher be aware of the student's physical development and the emotional reactions attached to that development. This is especially important in dealing with special need students who academically may mature more slowly than most students, but who physically mature at the same rate as the large majority of individuals.

9.0 UNIT ADOLESCENCE/PRE-PRIMARY

9.1 Self Others

9.1.1 Skill — Ability to demonstrate an understanding of the male reproductive anatomy and physiology

Objectives

9.1.1.1 Given a representation of the male reproductive system, the student will identify the following glands and organs: scrotum, testicles, epididymis, vas deferens, seminal vesicle, prostate gland, urethra, Cowpers gland, penis and glans.

9.1.1.2 When asked to describe the cause of adult sexual characteristics, the student will identify the male sex hormone as the cause.

9.1.1.3 When asked to describe the physical cause of erection of the penis, the student will state that this is brought about by blood flowing into the penis which is trapped there by special muscles.

9.1.1.4 When asked to define a nocturnal emission, the student will describe it as a spontaneous ejaculation during sleep usually, but not necessarily, preceded by an erotic dream.

9.1.1.5 When asked whether or not nocturnal emissions are normal, the student will state that they are a natural part of maturing.

9.1.2 Skill — Ability to demonstrate an understanding of the female reproductive system

Objectives

9.1.2.1 Given a representation of the female reproductive system, the student will identify the following glands and organs: vulva, labia, clitoris, urethra, vagina, cervix, uterus, Fallopian tubes and ovaries.

9.1.2.2 When asked to describe the cause of female sexual characteristics, the student will identify two major sex hormones as being responsible.

9.1.2.3 When asked to define menstruation, the student will describe it as the monthly shedding of the lining of the uterus and blood which occurs to prepare the uterine wall for a fertilized ovum.

9.1.2.4 When asked whether or not menstruation is a natural part of maturing, the student will state that it is a natural process.

9.0 Unit Adolescence/Pre-Primary

9.1 Self-Others

9.1.3 Skill — Ability to demonstrate an understanding of the concept of erogenous zones

Objectives

9.1.3.1 — When asked to define erogenous zones, the student will describe them as places on the body that feel particularly good when you touch them.

9.1.3.2 — When asked to specify the location of erogenous zones, the student will name a few places which feel particularly good when you touch them.

9.2 Masculine/Feminine

9.2.1 Skill — Ability to demonstrate an understanding of the similarities and differences between men and women

Objectives

9.2.1.1 — When asked to do so, the student will list some characteristics of men and some characteristics of women.

9.2.1.2 — Given a list of the characteristics of men and women (developed by the class), the student will identify those characteristics that women and men share and those that are exclusively characteristic of each sex.

9.2.2 Skill — Ability to demonstrate an understanding of the concept of privacy

Objective

9.2.2.1 — When asked to demonstrate an understanding of the concept of privacy, the student will identify some places at home and at school that are private (e.g. bed, bathroom, other).

9.2.3 Skill — Ability to demonstrate an understanding that everyone has the right to say "no" when it comes to sex

Objective

9.2.3.1 — Using role playing, the student will demonstrate the ability to refuse a sexual advance.

9.2.4 Skill — Ability to demonstrate an understanding of the word rape

Objective

9.2.4.1 — When asked to define rape, the student will state that rape is the use of force (physical) to make someone commit a sexual act against his/her will.

9.0 Unit Adolescence/Pre-Primary

9.2 Masculine/Feminine

9.2.5 Skill — Ability to demonstrate an understanding of the factors which go into presenting one's body image as a woman or a man

Objectives

9.2.5.1 — Given various social situations (e.g. "date", school party, beach, other), the student will select appropriate clothing for each.

(Note: The teacher should be aware that standards of dress have changed dramatically and that the distinction between men's and women's clothing is often very blurred.)

9.2.5.2 — Following instruction relating to the practice of good hygiene, the student will demonstrate good hygiene practice by coming to class daily in clean clothes, having washed well and having used some sort of protection against body odor.

9.2.5.3 — Having received instruction in the proper use of sanitary devices for menstrual periods, the student will demonstrate ability in the use of such devices.

9.2.5.4 — When asked about the use of vaginal deodorant sprays and douches (unless prescribed by a doctor), the student will state that these can disturb the natural balance of the vagina and lead to increased chances of infection.

9.2.5.5 — When asked to do so, the student will list some situations in which make-up might be worn.

9.3 Development

9.3.1 Skill — Ability to demonstrate an understanding of the relationship beween coition and conception

Objective

9.3.1.1 — When asked, "How does conception occur?", the student will identify coition as the means by which the sperm enters the woman's reproductive system to meet an egg.

9.0 Unit Adolescence/Pre-Primary

9.3 Development

9.3.2 Skill — Ability to identify the signs of pregnancy

Objectives

9.3.2.1 — When asked to describe the signs of pregnancy, the student will list several signs.

9.3.2.2 — When asked to explain how pregnancy is determined medically, the student will identify pregnancy tests as the means employed.

9.3.3 Skill — Ability to demonstrate an understanding that the fetus develops in the mother's uterus and receives nutrients from the mother's body

Objectives

9.3.3.1 — When asked to identify where the baby develops, the student will state that the baby develops in the uterus within the woman's body.

9.3.3.2 — When asked, how long does it take for a baby to fully develop in the uterus, the student will respond 9 months.

9.3.3.3 — When asked where the developing baby (fetus) receives its nourishment, the student will name the source of nutrition as the mother's digestive system.

9.3.4 Skill — Ability to demonstrate an understanding that the natural parents are the source of physical characteristics

Objective

9.3.4.1 — When asked to define heredity, the student will state that this is the passing on of physical characteritics from the parents to the child.

9.3.5 Skill — Ability to understand the birth process

Objectives

9.3.5.1 — When asked to explain the birth process, the student will describe the passage of the baby from the uterus through the cervix and vagina to the outside world.

9.3.5.2 — When asked to define labor, the student will describe it as the work that the mother's body does to help the baby to be born.

9.0 Unit Adolescence/Pre-Primary

9.4 Sexuality

9.4.1 Skill — Ability to demonstrate an understanding of the concept that sexuality is another form of communication between people

Objectives

9.4.1.1 When asked to identify various ways that people use to communicate, the student will include the following: speaking, writing, touching and body language.

9.4.1.2 When asked to identify sexual expression, the student will describe it as a means of communication involving all the senses.

9.4.2 Skill — Ability to understand that there are many varieties of sexual expression

Objectives

9.4.2.1 When asked to do so, the student will define individuality.

9.4.2.2 When asked to list ways people express their individuality, the student will include the following: dress, speech, life style, other.

9.4.2.3 When asked to identify the purpose of sexuality, the student will describe it as one of the ways people express their individuality.

9.4.3 Skill — Ability to identify the sources of our attitudes toward sex

Objectives

9.4.3.1 When asked to identify some of the sources of his/her attitudes toward sexuality, the student will list the following: society, religion, culture, law and individuality.

9.4.3.2 When asked to do so, the student will list some of his/her own attitudes about sexuality under several of the categories in 9.4.3.1.

9.4.3.3 When asked to compare attitudes about sexuality, the student will include some of the attitudes in his/her comparison in order to better appreciate the variety and commonality of human experience.

9.0 Unit Adolescence/Pre-Primary

9.5 Life Styles

9.5.1 Skill — Ability to demonstrate an understanding of future options from a number of life styles

Objectives

9.5.1.1 When asked to do so, the student will describe what each of the following life styles entails:

living with parents
living alone
living with someone else
marriage
setting up own home
living in an apartment
dorm living
group homes
community residence
commune
institution.

9.5.2 Skill — Ability to demonstrate an understanding that future life options depend on a person's abilities and disabilities

Objective

9.5.2.1 When asked to list his/her own abilities and disabilities in basic life activities, the student will include:

cottage living
travel within and off the grounds
work skills.

9.6 Relationships

9.6.1 Skill — Ability to demonstrate an understanding of the concept of friendship

Objectives

9.6.1.1 When asked to do so, the student will list some personal qualities he/she looks for in a friend.

9.6.1.2 When asked to make a list of things friends do with each other, the student will include the following types of things: play games, go to movies and similar activities.

9.6.1.3 When asked to do so, the student will make a list of things friends do for each other and things they do not do for each other.

9.0 Unit Adolescence/Pre-Primary

9.6 Relationships

9.6.2 Skill — Ability to demonstrate appropriate social behavior

Objectives

9.6.2.1 — When asked to define appropriate social behavior, the student will list the kinds of behavior acceptable in various types of social situations.

9.6.2.2 — When asked to do so, the student will list several behaviors which are expressed in public.

9.6.3 Skill — Ability to demonstrate an understanding that marriage involves shared responsibilities

Objectives

9.6.3.1 — When asked to do so, the student will define marriage.

9.6.3.2 — When asked to do so, the student will list qualities in a marriage partner he/she sees as desirable.

9.6.3.3 — When asked to do so, the student will describe some of the responsibilities involved in marriage.

9.6.4 Skill — Ability to demonstrate an understanding of the concept of family planning

Objectives

9.6.4.1 — When asked to define the term family planning, the student will explain the process as deciding when or if, to have a child and if so, how many children to have.

9.6.4.2 — When asked to do so, the student will define birth control.

9.6.4.3 — When asked to describe types of birth control, the student will list the following: pill, IUD, diaphragm, condom and foam.

9.6.4.4 — When asked to do so, the student will define the term voluntary sterilization.

9.6.4.5 — When asked to do so, the student will define the term abortion.

9.0 Unit Adolescence/Pre-Primary

9.7 Feelings

9.7.1 Skill — Ability to demonstrate an understanding of the concept of sharing

Objectives

9.7.1.1 When asked to do so, the student will define the concept of sharing.

9.7.1.2 When asked to do so, the student will list the advantages and disadvantages of sharing one's possessions.

9.7.1.3 When asked to do so, the student will list the advantages and disadvantages of sharing feelings.

9.7.2 Skill — Ability to demonstrate proper techniques of dealing with disagreements

Objective

9.7.2.1 Given various situations identified by the students which have resulted in arguments, the student will role play the situations to develop better ways of dealing with the disagreements.

9.7.3 Skill — Ability to distinguish between liking and loving

Objectives

9.7.3.1 When asked to define the term like, the student will list the characteristics of someone he/she likes.

9.7.3.2 When asked to define the term love, the student will list the characteritics of someone he/she loves.

9.7.3.3 When asked to distinguish between the terms liking and loving, the student will compare his/her lists of characteristics of each of these terms for the purpose of gaining some insight into the differences between the terms liking and loving.

9.7.4 Skill — Ability to deal with the feelings of exclusion from the group

Objectives

9.7.4.1 When asked to do so, the student will list ways in which he/she feels different from other people in his/her family or at school.

9.0 Unit Adolescence/Pre-Primary

9.7 Feelings

9.7.4 Skill — Ability to deal with the feelings of exclusion from the group

Objectives (continued)

9.7.4.2 — When asked to do so, the student will describe ways that his/her physical disability makes him/her feel different.

9.7.4.3 — When asked to do so, the student will identify times when he/she felt excluded from the group and when he/she has excluded someone from the group.

9.7.4.4 — When asked to play the roles of the excluded and the excluder, the student will select some of the situations described in 9.7.4.3 to demonstrate roles.

9.7.5 Skill — Ability to demonstrate an understanding that sexual feelings are getting stronger at the age of adolescence

Objectives

9.7.5.1 — When asked to list some of the myths and misconceptions regarding sexuality at the age of adolescence, the student will describe several (e.g. masturbation causes hair to fall out).

9.7.5.2 — When asked to do so, the student will describe some of his/her fantasies regarding sexuality.

9.7.5.3 — Given a number of fantasies about sexuality as submitted by students, the student will compare his/her fantasies to see that they are a normal part of adolescence.

9.7.6 Skill — Ability to develop a positive self-concept

Objective

9.7.6.1 — When asked to describe his/her self-concept, the student will identify several things he/she likes about himself/herself at his/her age.

9.0 Unit Adolescence/Pre-Primary

9.8 Medical

9.8.1 Skill — Ability to demonstrate an understanding of the gynecological examination (GYN exam)

Objectives

9.8.1.1 — When asked to identify the instruments used in a gynecological examination, the student will do so and describe the purpose of each.

9.8.1.2 — When asked to do so, the student will identify the organs the doctor examines during a gynecological examination.

9.8.1.3 — When asked to identify times for seeing a gynecologist, the student will state once a year and when any unusual symptoms are present.

9.8.2 Skill — Ability to demonstrate an understanding of venereal disease

Objective

9.8.2.1 — When asked to define venereal diseases, the student will describe them as diseases transmitted by sexual activity involving genital contact.

9.8.3 Skill — Ability to demonstrate an understanding of the concept of preventive health care

Objective

9.8.3.1 — When asked to define preventive health care, the student will describe it as getting regular medical check-ups to make sure that nothing is wrong with his/her body rather than waiting until he/she is sick.

9.8.4 Skill — Ability to demonstrate an understanding of the purpose and use of the infirmary

Objectives

9.8.4.1 — When asked to identify the infirmary, the student will state that it is the place on campus to get medical care.

9.8.4.2 — When asked to do so, the student will describe the appropriate procedure for getting medical care.

10.0 UNIT ADOLESCENCE/INTERMEDIATE/JR. HIGH

10.1 Self-Others

10.1.1 Skill — Ability to demonstrate an understanding of how the male reproductive system works

Objectives

10.1.1.1 — When asked to do so, the student will identify the male hormone testosterone.

10.1.1.2 — When asked to identify the sources of testosterone, the student will state that it is produced in the testicles and the prostate gland.

10.1.1.3 — When asked to identify the function of the pituitary gland, the student will describe it as that of signaling the testicles to produce more testosterone to start puberty and to keep the testicles producing testosterone.

10.1.1.4 — When asked to describe nocturnal emissions, the student will state that these events are caused by the pressure of a full epididymis, which in most instances is initiated by an erotic dream leading to spontaneous ejaculation.

10.1.1.5 — When asked to differentiate the terms ejaculation and orgasm, the student will state that ejaculation is the physical release of sperm and semen, while orgasm involves all the physical and emotional reaction surrounding ejaculation.

10.1.2 Skill — Ability to demonstrate an understanding of how the female reproductive system works

Objectives

10.1.2.1 — When asked to identify the female hormones, the student will state that they are estrogen and progesterone.

10.1.2.2 — When asked to identify the sources of estrogen and progesterone, the student will state that they are produced in the ovaries.

10.1.2.3 — When asked to identify the fuction of the pituitary gland, the student will describe its function as that of signaling the beginning of puberty by starting the ovaries to produce eggs and as controlling the menstrual cycle.

10.1.2.4 — When asked to do so, the student will explain the role of estrogen and progesterone in the menstrual cycle.

10.0 Unit Adolescence/Intermediate/Jr. High

10.1 Self-Others

10.1.2 Skill — Ability to demonstrate an understanding of how the female reproductive system works

Objectives (continued)

10.1.2.5 — When asked to describe the regularity of menstrual periods, the student will state that some people have regular periods while others may be irregular.

10.1.2.6 — When asked to describe length of menstrual periods, the student will state that periods vary in length.

10.1.2.7 — When asked why someone's menstrual period might not come when it was expected, the student will list a few reasons that might account for an irregular occurrence.

10.1.2.8 — When asked to describe signs of orgasm in a woman, the student will list the following: heavier breathing, contraction of the vagina and other signs related to orgasm.

10.1.2.9 — When asked to identify some of the signs of orgasm in men, the student will list the following: a sudden increase in activity and a sudden release of physical and emotional tension followed by a feeling of gratification and lassitude.

10.1.2.10 — When asked to describe variations in orgasms, the student will state that orgasms vary in length and intensity and are occasionally not present in the male and, more frequently, not present in the female.

10.1.3 Skill — Ability to demonstrate an understanding of the concept of erogenous zones

Objectives

10.1.3.1 — When asked to define an erogenous zone, the student will describe it as the place on the body which is sexually stimulating when touched.

10.1.3.2 — When asked to do so, the student will identify a variety of erogenous zones.

10.0 Unit Adolescence/IntermediateJr. High

10.2 Masculine/Feminine

10.2.1 Skill — Ability to demonstrate an understanding that roles and responsibilities are likely to change as one grows from child to adult

Objectives

10.2.1.1 When asked to list some new responsibilities he/she has, the student will list those which he/she now has as an adolescent but which he/she did not have as a child.

10.2.1.2 When asked to do so, the student will list some responsibilities he/she will have as an adult.

10.2.1.3 When asked to list new life roles, the student will describe those which might be different if he/she would grow up to be a man or a woman.

10.2.2 Skill — Ability to demonstrate an understanding that there are laws governing sexual activity

Objectives

10.2.2.1 When asked to describe laws limiting sexual activity by age, the student will state that it is illegal in most states to have sexual intercourse until the age of 18.

10.2.2.2 When asked to describe laws that relate to the nature of sexual acts, the student will state that certain sexual acts are prohibited and that this differs from state to state.

10.2.2.3 When asked to discuss the legal aspect of an adult having sex with a child, the student will state that such sex is illegal in most states under age 18.

10.2.3 Skill — Ability to demonstrate an understanding of discrimination as it has existed and still exists against women and homosexuals

Objectives

10.2.3.1 When asked to do so, the student will list several ways women have been discriminated against.

10.2.3.2 When asked to describe legislation relating to discrimination against women and homosexuals, the student will state that laws are being passed making such discrimination illegal.

10.0 Unit Adolescence/Intermediate/Jr. High

10.2 Masculine/Feminine

10.2.4 Skill — Ability to demonstrate an understanding of the concept of privacy

Objective

10.2.4.1 — When asked to list several activities which should be done in private, the student will include defecation, overt sexual activity, practicing the violin, other.

10.2.5 Skill — Ability to demonstrate an understanding of body language

Objective

10.2.5.1 — When specific body language is discussed, the student will state that the way one uses one's body for expression says a great deal about how one is feeling.

10.2.6 Skill — Ability to use make-up appropriately

Objectives

10.2.6.1 — When asked to do so, the student will state times when make-up might be worn.

10.2.6.2 — Given various types of make-up, the student will demonstrate ability to properly apply make-up.

10.2.7 Skill — Ability to use perfume and cologne appropriately

Objectives

10.2.7.1 — When asked to do so, the student will identify the times when perfume or cologne might be worn.

10.2.7.2 — Given perfume or cologne, the student will demonstrate the ability to use the appropriate amounts of each.

10.3 Development

10.3.1 Skill — Ability to demonstrate an understanding of conception and the connection between coition and conception

Objectives

10.3.1.1 — When asked to define coition, the student will describe it as the means by which conception may occur.

10.0 Unit Adolescence/Intermediate/Jr. High

10.3 Development

10.3.1 Skill — Ability to demonstrate an understanding of conception and the connection between coition and conception

Objectives (continued)

10.3.1.2 — When asked to define conception, the student will describe it as the means by which conception may occur.

10.3.1.3 — When asked to describe when conception occurs, the student will state that it may occur any time a sexually mature man and woman have coition without contraception.

10.3.2 Skill — Ability to recognize the signs of pregnancy

Objectives

10.3.2.1 — When asked to do so, the student will list the probable signs of pregnancy.

10.3.2.2 — When asked to do so, the student will list the positive signs of pregnancy.

10.3.2.3 — When asked to describe types of pregnancy tests, the student will list several types, including the way they work and their relative effectivenenss.

10.3.3 Skill — Ability to describe fetal development and growth

Objectives

10.3.3.1 — When asked to describe fetal development, the student will explain how it is divided into trimesters.

10.3.3.2 — When asked to describe the stages of fetal development, the student will explain the major developments and changes which occur during each trimester.

10.3.3.3 — When asked to do so, the student will define the term placenta.

10.3.3.4 — When asked to describe the function of the placenta, the student will explain how the placenta provides nutrients for fetal growth.

10.3.3.5 — When asked to describe the nutrition needs of a pregnant woman and her growing baby, the student will list the kinds of food necessary.

10.0 Unit Adolescence/Intermediate/Jr. High

10.3 Development

10.3.3 Skill — Ability to describe fetal development and growth

Objectives (continued)

10.3.3.6 — When asked to describe several things which may affect the healthy development of the baby in the mother's uterus, the student will list the following: malnutrition, smoking, alcohol, drugs, rubella, syphilis, other and describe their effects on the fetus.

10.3.4 Skill — Ability to demonstrate an understanding of the birth process

Objectives

10.3.4.1 — When asked to describe the birth process, the student will describe the stages of birth from the time of the first contraction until the delivery of the placenta.

10.3.4.2 — When asked to identify places where a baby may be born, the student will state: home, hospital, other.

10.3.4.3 — When asked to list ways to give birth, the student will state: under anesthesia, natural birth, other.

10.3.4.4 — When asked to describe complications which may occur during birth, the student will explain Caesarian section, breach birth and forceps.

10.3.4.5 — When asked to list some of the defects which may cause a complicated birth, the student will describe the following: CP, gonorrhea, other.

10.3.4.6 — When asked to define miscarriage, the student will state that it is a spontaneous abortion.

10.3.4.7 — When asked to do so, the student will define premature birth.

10.3.4.8 — When asked to list complications associated with prematurity, the student will state: brain damage, blindness due to oxygenation during incubation, other.

(Note: The teacher may wish to discuss some of the students' feelings about their handicaps as many of them are related to the birth process. The issue of handicaps will also be brought up later.)

10.0 Unit Adolescence/Intermediate/Jr. High

10.3 Development

10.3.4 Skill — Ability to demonstrate an understanding of the birth process

Objectives (continued)

10.3.4.9 — When asked to do so, the student will list the varieties of multiple births.

10.3.4.10 — When asked to do so, the student will define the terms identical twins and fraternal twins.

(Note: The teacher should point out that with more than two babies at once, there may be a variety of combinations of identical and fraternal babies.)

10.3.4.11 — When asked to do so, the student will define induced abortion.

10.3.5 Skill — Ability to demonstrate an understanding of heredity and genetics

Objectives

10.3.5.1 — When asked to do so, the student will define the terms gene and chromosome.

10.3.5.2 — When asked to state the determining factor for the sex of the child, the student will identify the father as the determining cause.

10.3.5.3 — When asked to explain the chances of a baby being a boy or girl, the student will describe the process in terms of XX and XY chromosomes which combine in different ways to determine sex.

10.3.5.4 — When asked to do so, the student will define dominant and recessive genes.

10.3.5.5 — Given the terms dominant and recessive, the student will describe how some recessive traits can occur in the infant.

10.3.5.6 — When asked to describe physical characteritics determined by heredity, the student will list conditions such as the following: baldness, color blindness, plus some of the more major problems including hereditary visual problems.

(Note: All discussions will be most general in nature. The teacher can be legally liable for a discussion of a specific trait characteristic of one or more students.)

10.0 Unit Adolescence/Intermediate/Jr. High

10.3 Development

10.3.6 Skill — Ability to demonstrate an understanding of the concept of the life cycle

Objectives

10.3.6.1 — When asked to describe the differences between a baby, a child, an adolescent, an adult and an elderly person, the student will do so in his/her own terms.

10.3.6.2 — When asked to describe the similarities and differences between a baby, a child, an adolescent, an adult and an elderly person, the student will do so in his/her own terms.

10.3.6.3 — When asked to identify what represent important milestones in a person's life, the student will include examples of traditional events including the following: confirmation, bar mitzvah, graduation, birthdays, weddings, other.

(Note: The teacher may wish to discuss with the students at this time the effect of physical disabilities of the students on their future lives and help students develop a list of positive, attainable goals.)

10.4 Sexuality

10.4.1 Skill — Ability to demonstrate an understanding of the concept of sexuality as communication

Objectives

10.4.1.1 — When asked to explain the major reasons for expressing one's sexuality, the student will include the following: reproduction, sensual gratification, pleasure, expression of love, other.

10.4.1.2 — When asked to explain the major reasons for expressing one's sensuality, the student will list the following: personal gratification, providing gratification to one's partner, other.

10.4.1.3 — When asked to list several ways to improve communication between people, the student will include the following: better listening, expressing needs, caring about other persons, other.

10.4.1.4 — When asked to list several ways that adolescents discover their own sexual feelings, the student will include the following: playing games like doctor, masturbation, thoughts and dreams, books, other.

10.0 Unit Adolescence/Intermediate/Jr. High

10.4 Sexuality

10.4.1 Skill — Ability to demonstrate an understanding of the concept of sexuality as communication

Objectives (continued)

10.4.1.5 When asked to define the concept of individuality, the student will state the definition in terms of developing one's own sexuality.

10.4.2 Skill — Ability to demonstrate an understanding of a wide range of sexuality in terms of attraction and activity

Objectives

10.4.2.1 When asked to define ways in which one is sexually attracted to other persons, the student will describe sexual attraction in terms of the following: heterosexual behavior, homosexual behavior, masturbation, prostitution.

10.4.2.2 When asked to describe various types of sexual activity, the student will include the following: sexual intercourse, fellatio, cunnilingus, sodomy, pederasty, bestiality, fetishism, sixty-nine, group sex, analingus, sado-masochism, voyeurism, exhibitionism, transvestism, transexualism.

(Note: The teacher should be aware that terms like "normal" and "abnormal" do not belong in definitions of sexual activity. The appropriate term is "variations in sexual behavior".)

10.4.2.3 When asked if all people express sexuality, the student will state that there are people who choose not to express their sexuality and that this is part of their individuality.

10.4.3 Skill — Ability to clarify personal values about the forms of sexual attraction and activity and to express these values

Objectives

10.4.3.1 When asked to do so, the student will describe his/her reaction to the sexual activities and attractions listed in 10.4.2.2.

10.4.3.2 When asked to do so, the student will enumerate which of the sexual behaviors listed in 10.4.2.2 he/she finds attractive.

10.0 Unit Adolescence/Intermediate/Jr. High

10.4 Sexuality

10.4.3 Skill — Ability to clarify personal values about the forms of sexual attraction and activity and to express these values

Objectives (continued)

10.4.3.3 When asked to identify the source of his/her attitudes to the sexual behaviors listed in 10.4.2.2, the student will describe these in terms of the following (or similar sources): society, religion, culture, law, family, individuality.

10.4.3.4 In order to obtain a comparison between his/her attitudes toward the sexual behaviors listed in 10.4.2.2 and others, the student will compare the attitude lists of other students with his/her individual list.

10.5 Life Styles

10.5.1 Skill — Ability to choose a life style among various life styles

Objectives

10.5.1.1 When asked to list sexual life options, the student will arrange previously mentioned sexual life options on a scale going from most preferred to least preferred.

10.5.1.2 When asked to do so, the student will identify the three most attractive life options.

10.5.1.3 Given the three most attractive sexual life options selected by the student, he/she will describe the responsibilities involved with these top three options.

10.5.1.4 When asked about influences contributing to the choice of a specific life style, the student will state that life style is strongly influenced by socio-cultural background.

10.5.2 Skill — Ability to demonstrate an understanding of how a person's abilities and disabilities affect their choice of life option

Objectives

10.5.2.1 When asked to evaluate his/her first three life style preferences, the student will evaluate them in relation to his/her own abilities and disabilities.

10.0 Unit Adolescence/Intermediate/Jr. High

10.5 Life Styles

10.5.2 Skill — Ability to demonstrate an understanding of how a person's abilities and disabilities affect their choice of life option

Objectives (continued)

10.5.2.2 When asked to test his/her three top preferences of life style, the student will do so using role playing.

10.6 Relationships

10.6.1 Skill — Ability to demonstrate an understanding of the concept of peers

Objectives

10.6.1.1 When asked to do so, the student will define the term peer.

10.6.1.2 When asked to do so, the student will describe ways in which peers affect his/her decisions.

10.6.1.3 When asked to do so, the student will list the values he/she feels come from his/her peers.

10.6.1.4 When asked to do so, the student will compare his/her list of peer values with those of other students.

10.6.2 Skill — Ability to extend the concept of social activities

Objectives

10.6.2.1 When asked to state several social activities carried out with groups of peers, the student will list the following: parties, going to restaurants, other.

10.6.2.2 When asked to define the terms date and dating patterns, the student will describe the following: one couple, double date, group date, other.

10.6.2.3 When asked to do so, the student will list some currently popular dating activities open to people with his/her physical disability.

10.6.2.4 When asked to do so, the student will compare his/her list of peer group activities and dating activities with others. The student will make a statement of pros and cons between his/her list and those of others.

10.0 Unit Adolescence/Intermediate/Jr. High

10.6 Relationships

10.6.3 Skill — Ability to demonstrate an understanding of the implications of marriage

Objectives

10.6.3.1 — When asked to list some of the prerequisites needed to make the decision to get married, the student will list the following: independent income, sexual identity, positive self image, other.

10.6.3.2 — When asked to do so, the student will list some of the characteristics he/she seeks in a marriage partner.

10.6.3.3 — When asked to do so, the student will list some characteristics which make himself/herself a desirable marriage partner.

10.6.3.4 — When asked to do so, the student will list some of the ways his/her physical disability might affect a marriage.

10.6.4 Skill — Ability to evaluate pros and cons of coition patterns in relation to marriage

Objectives

10.6.4.1 — When presented with the advantages and disadvantages of coition before marriage, the student will evaluate the advantages and disadvantages in a debate.

10.6.4.2 — When asked to do so, the student will describe his/her own feelings about coition before marriage.

10.6.4.3 — Given the terms sexual expression and sensual expression, the student will evaluate these terms in relation to making "a good marriage".

10.6.4.4 — When asked to discuss what is meant by the term double standard, (i.e. that males should have intercourse before marriage and females should be virgins), the student will define the term double standard and state his/her personal evaluation of the concept.

10.6.5 Skill — Ability to demonstrate an understanding of the meaning of family planning

Objectives

10.6.5.1 — When asked to describe how pregnancy can be prevented (birth control), the student will list the following means: pill, IUD, diaphragm, condom, foam.

10.0 Unit Adolescence/Intermediate/Jr. High

10.6 Relationships

10.6.5 Skill — Ability to demonstrate an understanding of the meaning of family planning

Objectives (continued)

10.6.5.2 Given the birth control methods stated in 10.6.5.1, the student will rate these according to their effectiveness.

10.6.5.3 Given the birth control methods stated in 10.6.5.1, the student will list some of the advantages and disadvantages of each method.

10.6.5.4 When asked to do so, the student will define the terms vasectomy and tubal ligation.

10.6.5.5 When asked to do so, the student will describe how sterilization is accomplished.

10.6.5.6 When asked to describe the relative effectiveness of sterilization, the student will state that it is a permanent form of birth control.

10.6.5.7 When asked to do so, the student will describe how an induced abortion is performed.

10.6.5.8 When asked to do so, the student will list some of the reasons why people have abortions.

10.6.5.9 When asked to do so, the student will describe the local laws concerning abortion.

10.7 Feelings

10.7.1 Skill — Ability to demonstrate an understanding that sharing can be both positive and negative

Objectives

10.7.1.1 When asked to identify personal situations of sharing, the student will include situations when he/she has shared out of friendship for the other person and when he/she has shared with the intent of getting something from the other person.

10.7.1.2 Given the two kinds of sharing stated in 10.7.1.1, the student will compare the two kinds of sharing in terms of their positive and negative aspects.

10.0 Unit Adolescence/Intermediate/Jr. High

10.7 Feelings

10.7.2 Skill — Ability to resolve conflicts

Objectives

10.7.2.1 — When asked to do so, the student will identify ways of determining when a conversation is about to become an argument.

10.7.2.2 — Given a hypothetical situation in which the conversation is about to become an argument, the student will demonstrate capability of defusing the situation utilizing role playing.

10.7.2.3 — Given a hypothetical argument, the student will develop ways of resolving the argument once it has occurred utilizing role playing.

10.7.3 Skill — Ability to demonstrate an understanding of the concept of trust

Objective

10.7.3.1 — When asked to define trust, the student will state a definition identifying characteristics of others whom he/she is willing to trust.

10.7.4 Skill — Ability to demonstrate an understanding of the varieties of love

Objective

10.7.4.1 — When asked to describe the differences in love the student feels for different people, he/she will list the following: love for parents, for lover, for relatives, for pets, other.

10.7.5 Skill — Ability to demonstrate an understanding of the consequences of exclusivity

Objectives

10.7.5.1 — Given a role playing situation in which the student is excluded from a group, the student will describe the feelings he/she felt in this role.

10.7.5.2 — Given a role playing situation in which the student is playing the role of an excluder of another from the group, the student will describe the feeling he/she felt in this role.

10.0 Unit Adolescence/Intermediate/Jr. High

10.7 Feelings

10.7.5 Skill — Ability to demonstrate an understanding of the consequences of exclusivity

Objectives (continued)

10.7.5.3 After assuming the roles of the excluded and excluder described in 10.7.5.1 and 10.7.5.2, the student will identify both the positive and negative feelings of being the excluded and the excluder.

10.7.6 Skill — Ability to demonstrate an understanding of the concept of competitiveness

Objectives

10.7.6.1 When asked to define the term competition, the student will describe it by identifying ways in which he/she must be better than his/her peers.

10.7.6.2 When asked to do so, the student will identify some of his/her feelings about other people toward whom he/she feels competitive.

10.7.6.3 When asked to do so, the student will describe the positive and negative aspects of competition.

10.7.7 Skill — Ability to demonstrate an understanding of the concept of boredom

Objectives

10.7.7.1 When asked to describe boredom, the student will explain it in terms of his/her personal reactions to boring situations.

10.7.7.2 When asked to do so, the student will list a number of situations when he/she was bored.

10.7.7.3 When asked to identify physical and emotional signs of boredom, the student will identify such signs as they are present in himself/herself.

10.7.7.4 Given an example of a boring situation, the student will identify ways of improving such a situation as it would relate to him/her.

10.0 Unit Adolescence/Intermediate/Jr. High

10.7 Feelings

10.7.8 Skill — Ability to feel satisfaction with successful accomplishment

Objectives

10.7.8.1 When asked to do so, the student will identify occasions when the teacher has indicated that he/she has been successful.

10.7.8.2 In situations when the student has been praised by the teacher for his/her accomplishment, the student will describe his/her response to teacher praise.

10.7.8.3 When a task has been successfully accomplished by a student, the student will identify this fact.

10.7.9 Skill — Ability to recognize the variety of sexual/sensual feelings

Objectives

10.7.9.1 When asked to do so, the student will describe ways of touching that feel good to him/her

10.7.9.2 When describing a fantasy, the student will explain the feelings associated with the fantasy.

10.7.9.3 When asked to describe orgasm, the student will explain it as an intense physical and emotional feeling which is the result of sexual/sensual activity or fantasy.

10.7.9.4 When asked to describe intensities of enjoyment, the student will state that people at different times enjoy different intensities of sexual/sensual feeling and that orgasm is not necessarily the ultimate goal of sharing a sexual/sensual experience.

10.7.10 Skill — Ability to develop self-respect

Objectives

10.7.10.1 When asked to do so, the student will identify his/her strengths and weaknesses.

10.7.10.2 When asked to do so, the student will describe the progress he/she has made in learning to live with his/her physical disability.

10.7.10.3 When asked to do so, the student will set some reasonable goals for himself/herself in the near future.

10.0 Unit Adolescence/Intermediate/Jr. High

10.8 Medical

10.8.1 Skill	Ability to demonstrate an understanding of the GYN exam
Objectives	
10.8.1.1	When asked to do so, the student will describe the general procedure a gynecologist uses during a GYN exam
10.8.1.2	When asked to identify the types of tests done during a GYN exam and the reasons for each, the student will include the following: Pap test, blood test, urinalysis, GC culture, other.
10.8.1.3	When asked to do so, the student will describe the breast self-examination.
10.8.2 Skill	Ability to demonstrate an understanding of the diseases: syphilis and gonorrhea
Objectives	
10.8.2.1	When asked to do so, the student will describe the symptoms of syphilis and gonorrhea.
10.8.2.2	When asked to describe the bad effects of gonorrhea and syphilis, the student will describe their effects both on the body and progeny.
10.8.2.3	When asked to do so, the student will identify the cures for gonorrhea and syphilis.
10.8.3 Skill	Ability to demonstrate an understanding that there are vaginal infections which occur without genital contact
Objectives	
10.8.3.1	When asked to identify two common vaginal infections not dependent upon genital contact, the student will list the following: monilia (yeast) and trichomonae.
10.8.3.2	When asked to describe the cause of these infections, the student will state that they are due to an imbalance in vaginal secretions.
10.8.3.3	When asked to do so, the student will identify the symptoms of vaginal infections.

10.0 Unit Adolescence/Intermediate/Jr. High

10.8 Medical

10.8.3 Skill	Ability to demonstrate an understanding that there are vaginal infections which occur without genital contact
Objectives (continued)	
10.8.3.4	Given vaginal infections (monilia and trichomonae), the student will identify cures for these infections.
10.8.3.5	Given the infections Herpes Type 1 and 2, the student will state the frequency and nature of these infections.
10.8.4 Skill	Ability to demonstrate an understanding of the importance of prenatal and post natal care
Objectives	
10.8.4.1	When asked to do so, the student will describe important activities associated with prenatal care for a pregnant woman.
10.8.4.2	When asked to do so, the student will describe important activities associated with postnatal care for the mother.
10.8.4.3	When asked to do so, the student will describe important activites of postnatal care for the baby.
10.8.5 Skill	Ability to demonstrate an understanding of preventive health care
Objectives	
10.8.5.1	When asked to list kinds of regular medical care, the student will describe check-ups he/she should have and the timetable on which they should be received.
10.8.5.2	When asked to do so, the student will identify the elements of good nutrition.
10.8.5.3	When asked to do so, the student will describe the role of sleep and dreams in good health.
10.8.5.4	When asked to do so, the student will describe the role of proper hygiene in good health.

11.0 UNIT ADOLESCENCE/HIGH SCHOOL

11.1 Self-Others

11.1.1 Skill — Ability to describe the male and female reproductive systems and to compare and contrast these systems

Objectives

11.1.1.1 — When asked to describe ways in which the male and female reproductive systems are similar, the student will identify structures that are held in common by both (e.g. both have a urethra and both are controlled by the pituitary and other similarities).

11.1.1.2 — When asked to list ways in which the male and female reproductive systems are different, the student will describe the anatomical differences (man's is partially outside the body mass and woman's inside) and the different hormonal and endocrinal factors.

11.1.2 Skill — Ability to demonstrate an understanding of the concept of menopause

Objectives

11.1.2.1 — When asked to describe menopause in women, the student will state that this is a time in a woman's life when she stops producing ovules, hormone levels drop and the woman is no longer able to become pregnant.

11.1.2.2 — When asked to describe some of the emotional reactions that occur during menopause, the student will include the following: fatigue, dizziness, insomnia, excessive desire for sleep, depression.

11.1.2.3 — When asked if men experience an emotional equivalent to menopause, the student will state that men may experience symptoms similar to those experienced by women during menopause as the sexual functioning of the man decreases.

11.2 Masculine/Feminine

11.2.1 Skill — Ability to demonstrate an understanding that sexual roles are changing rapidly today

Objectives

11.2.1.1 — When asked to do so, the student will identify some roles of men and women in his/her parents' generation.

11.0 Unit Adolescence/High School

11.2 Masculine/Feminine

11.2.1 Skill — Ability to demonstrate an understanding that sexual roles are changing rapidly today

Objectives (continued)

11.2.1.2 — Given the roles assumed by men and women in the student's parents' generation, the student will identify which of these roles have changed and which have remained the same.

11.2.2 Skill — Ability to demonstrate an understanding of the difference between biologic roles and social roles

Objective

11.2.2.1 — Using a debate format, the student will discuss the topic "Are the differences/similarities between men and women more biologically or culturally determined?".

11.2.3 Skill — Ability to demonstrate an understanding that roles and abilities will change as one goes from adolescence to adulthood and to senior citizen

Objectives

11.2.3.1 — When asked to do so, the student will list some of the roles and responsibilities that adolescents have that differ from adult roles and responsibilities.

11.2.3.2 — When asked to do so, the student will list some of the roles and abilities that adults have that differ from adolescents and senior citizens.

11.2.3.3 — When asked to do so, the student will list some of the roles and abilities that senior citizens have that differ from those of adolescents and adults.

11.2.4 Skill — Ability to demonstrate an understanding of the nature of laws governing sexual behavior

Objectives

11.2.4.1 — When asked to identify the original sources of sexual laws, the student will make reference to Judaic/Christian biblical sources.

11.0 Unit Adolescence/High School

11.2 Masculine/Feminine

11.2.4 Skill — Ability to demonstrate an understanding of the nature of laws governing sexual behavior

Objectives (continued)

11.2.4.2 — When asked to list several sexual activities which are illegal, the student will describe various a-typical activities, excluding the missionary position in coition, (depending upon the state of residence).

11.2.4.3 — When asked to state public attitudes toward sexual laws, the student will refer to recent movements to repeal these laws.

11.2.4.4 — Given the term consenting adult, the student will define the term.

11.2.5 Skill — Ability to demonstrate an understanding of the "Equal Rights Amendment"

Objectives

11.2.5.1 — When asked to do so, the student will state the working of the "Equal Rights Amendment" (ERA).

11.2.5.2 — When asked to do so, the student will list several reasons for and against the ERA.

11.2.5.3 — When asked to discuss the questions, "Is the ERA just a woman"s issue?", the student will do so in a debate format.

11.2.6 Skill — Ability to demonstrate an understanding that no one has the right to make you have sexual relations when you don't want to

Objectives

11.2.6.1 — When asked to do so, the student will identify some situations when someone might want to make him/her have sex when he/she didn't want to participate.

11.2.6.2 — When asked to develop solutions to 11.2.6.1, the student will do so through role playing.

11.0 Unit Adolescence/High School

11.3 Development

11.3.1 Skill — Ability to demonstrate an understanding of infertility and some of its causes

Objectives

11.3.1.1 — When asked to define infertility, the student will describe it as the inability of a female to become pregnant and the inability of a male to make a female pregnant.

11.3.1.2 — When asked to list some of the causes of infertility the student will include causes due to heredity and to trauma.

(Note: The teacher may wish to consult with medical and/or psychological services if the teacher has a student whose particular syndrome indicates atypical sexual function (i.e. Laurence-Moon-Biedl, Kleinfelter syndromes).

11.4 Sexuality

11.4.1 Skill — Ability to demonstrate an understanding that our sexuality is constantly developing and changing throughout our lives

Objective

11.4.1.1 — Given the student's own experience, he/she will discuss how his/her attitudes about sexuality have changed over time (e.g. when he/she was younger and wouldn't go near the opposite sex, change in attitudes about masturbation, other).

11.4.2 Skill — Ability to develop a further understanding of the varieties of sexual expression

Objectives

11.4.2.1 — When asked to do so, the student will define the term consenting adult

11.4.2.2 — When asked to do so, the student will read laws concerning the rights of consenting adults to express themselves sexually in a manner of their choice.

11.0 Unit Adolescence/High School

11.4 Sexuality

11.4.2 Skill — Ability to develop a further understanding of the varieties of sexual expression

Objectives (continued)

11.4.2.3 — Using a debate format, the student will discuss the laws regarding sexuality as to whether they should be more or less restrictive (i.e. Blue Laws vs. freedom of sexual expression between consenting adults).

11.4.2.4 — Given the following terms: heterosexuality, homosexuality, bisexuality, autosexuality, asexuality, transsexuality, the student will describe the terms as they refer to sexual preferences of people in their adult lives.

(Note: Teachers should emphasize that individual sexual acts, especially during the experimental period of adolescence do not necessarily indicate anything about a person's lifelong sexual orientation.)

11.4.2.5 — When asked to do so, the student will define incest.

11.4.2.6 — Using a debate format, the student will debate the question, "Should prostitution be legalized or decriminalized in the U.S.?"

11.4.2.7 — Using a debate format, the student will debate the question, "Should homosexuality be legalized or decriminalized in the U.S.?"

11.4.2.8 — When asked to do so, the student will explain the differences between legalization and decriminalization in respect to 11.4.2.6 and 11.4.2.7.

11.4.3 Skill — Ability to demonstrate an understanding of values as they relate to sexuality

Objectives

11.4.3.1 — Given several sexual life styles, the student will enumerate in his/her own terms society's attitudes toward these life styles.

11.4.3.2 — Given society's attitudes about sexual life styles, the student will compare his/her own attitudes about personal sexuality with those of society.

11.0 Unit Adolescence/High School

11.4 Sexuality

11.4.4 Skill — Ability to demonstrate an understanding of the concept of sexual dysfunction

Objectives

11.4.4.1 — When asked to do so, the student will define the terms impotence and frigidity

11.4.4.2 — When asked to do so, the student will differentiate between physical and emotional impotence and frigidity.

11.5 Life Styles

11.5.1 Skill — Ability to identify the advantages and disadvantages of several life options

Objective

11.5.1.1 — Given a list of life styles, the student will describe the advantages and disadvantages of each life style in terms of his/her own abilities and preferences and the responsibilities involved with each life style.

11.5.2 Skill — Ability to demonstrate an understanding that independence and dependence are relative terms that may be mutually interdependent.

Objectives

11.5.2.1 — Given a list of life styles, the student will arrange this list from the life style allowing the most independence to the one allowing the least.

11.5.2.2 — Given lists of life styles as developed by different students, the student will compare his/her list with these other lists, discussing similarities and differences.

11.6 Relationships

11.6.1 Skill — Ability to demonstrate an understanding of courtship as a preliminary to marriage

Objectives

11.6.1.1 — When asked to define courtship, the student will describe it in terms of things people to do indicate their desire to get married.

11.6.1.2 — In a role playing situation, the student will tell his/her parents that he/she is about to get married.

11.6 Relationships

11.6.2 Skill — Ability to demonstrate an understanding that the decision to have a child involves responsibilities and rewards

Objectives

11.6.2.1 When asked to do so, the student will discuss the emotional readiness of a couple who desire to have a child. He/she will specify important hypothetical feelings that should be present in those who are emotionally ready for a child.

11.6.2.2 When asked to do so, the student will identify resources that list things with which a baby needs to be provided.

11.6.2.3 When asked to do so, the student will describe financial resources necessary to provide for a child.

11.6.2.4 When asked to describe personal responsibilities of parents, the student will describe these responsibilities in terms of each parent toward the child.

11.6.2.5 In a role playing setting, the student will demonstrate with another student how two parents could share responsibilities for a child.

11.6.2.6 When asked to do so, the student will list the positive and negative ways that a baby could affect the parents' relationships.

11.6.3 Skill — Ability to demonstrate an understanding that not all people get married and that unmarried people successfully live in their own residence

Objectives

11.6.3.1 When asked to do so, the student will list some of the ways unmarried people can live outside of their parents' homes.

11.6.3.2 In order to give examples of how unmarried people live together outside their parents' homes, the student will identify some single people who successfully live in this manner.

11.6.3.3 When asked to do so, the student will list some of the advantages and disadvantages of not marrying.

11.0 Unit Adolescence/High School

11.6 Relationships

11.6.4 Skill	Ability to demonstrate an understanding that some people have more than one sexual partner at a time
Objective	
11.6.4.1	Given a situation of having one sexual partner, the student will list some of the advantages and disadvantages of having one sexual partner versus having several sexual partners at any one time.
11.6.5 Skill	Ability to demonstrate an understanding that some couples live together without a marriage contract
Objective	
11.6.5.1	When asked why some couples live together without a marriage contract, the student will state that some couples feel that it is a personal right to live together that supersedes civil and religious laws.
11.6.6 Skill	Ability to evaluate various methods of family planning
Objectives	
11.6.6.1	Given several types of birth control (pill, IUD, other), the student will state the advantages and disadvantages of each.
11.6.6.2	When asked to discuss sterilization, the student will describe some of the advantages and disadvantages of this process.
11.6.6.3	When asked to discuss abortion, the student will describe some of the positive and negative aspects of this act.
11.6.6.4	When asked to do so, the student will evaluate and compare birth control (sterilization and abortion) as family planning methods.
11.6.6.5	Using a debate format, the student will discuss, "Should abortion be legal in the U.S.?" (It may be a moot question.)

11.7 Feelings (NOTE: At the high school level, the "Feelings" section covers the same material as at the earlier adolescent levels. The teacher may use many of the same objectives and expect more depth in the discussions.)

11.0 Unit Adolescence/High School

11.8 Medical

11.8.1 Skill — Ability to demonstrate an understanding of cancer associated with the reproductive system

Objectives

11.8.1.1 When asked to do so, the student will identify sites in the reproductive system where cancer is likely to occur.

11.8.1.2 When asked to do so, the student will identify some of the warning signs of cancer.

11.8.1.3 When asked to do so, the student will identify methods of detecting cancer of the reproductive system.

11.8.1.4 When asked to identify some of the methods used to treat cancer of the reproductive system, the student will state the following: hysterectomy, prostatectomy, mammectomy, radiation and the implications of these treatments.

11.8.2 Skill — Ability to demonstrate an understanding of types of venereal diseases other than gonorrhea and syphilis

Objectives

11.8.2.1 When asked to list non-contactual venereal diseases, the student will identify the following: parasites, NGU, Herpes I and II.

11.8.2.2 Given the diseases listed in 11.8.2.1, the student will describe the symptoms of each of these diseases.

11.8.2.3 Given the diseases listed in 11.8.2.1, the student will describe the cures for these diseases.

11.8.3 Skill — Ability to demonstrate an understanding that venereal diseases have similarities to other body diseases

Objective

11.8.3.1 When asked to compare venereal diseases with other body illnesses, the student will do so in terms of damage to the body and ease or difficulty of cure.

11.0 Unit Adolescence/High School

11.8 Medical

11.8.4 Skill — Ability to know where to go for medical help

Objectives

11.8.4.1	When asked to do so, the student will list the types of medical services available at the Perkins Health Center.
11.8.4.2	When asked to do so, the student will list places other than the Perkins Health Center where he/she can go for medical, dental and eye care.
11.8.4.3	When asked to do so, the student will list places to go for help with birth control, abortion, sterilization, genetic counseling, other.
11.8.4.4	Given the places to go for help for birth control, abortion, sterilization, genetic counseling and other, the student will call these places and find out what services are offered including the cost of each service and how to make an appointment to be seen.
11.8.4.5	When asked to identify sources of medical assistance, the student will include such sources as Medicaid and health insurance.

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